DOCUMENT RESUME

ED 292 159	CS 506 078

AUTHOR	Post, Jory; Friedman, Alan
TITLE	Communication for a Livable World: A Curriculum for Grades 4-8.
REPORT NO	ISBN-0-941816-51-6
PUB DATE	88
NOTE	149p.
AVAILABLE FROM	Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Communication Skills; *Curriculum Guides; Intermediate Grades; Junior High Schools; *Lesson Plans; Nonverbal Communication; Student Centered Curriculum; Teaching Methods; Verbal Communication
IDENTIFIERS	*Communication Strategies; Historical Background

ABSTRACT

The ideas and activities in this curriculum guide seek to develop students' communication skills through participation in real world activities as opposed to classroom simulation. The lessons were pilot tested on a fifth and sixth grade class, but can be adapted for use in grades four through eight. Following an introductory section, the course of study outlined in the guide is divided into four main areas of focus: history of communication, methods of communication, communication skills, and projects. The first part, on the history of communication, is comprised of nine lessons offering students a historical perspective on the development of communication, from cave painting to satellites. The second part, methods of communication, introduces the four main categories of communication--verbal, written, visual, and nonverbal--with three lessons presented for each area. The communication skills section concentrates on the three main skill areas, providing three lessons for presentation, writing, and critical thinking. Finally, the guide outlines six long-range projects, each of which requires advanced planning and will work best using small cooperative groups. All lesson plans list goals, objectives, materials needed, time required, a procedural outline, evaluation methods, and suggestions for follow-up or extension. A 33-item bibliography is provided. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Steven
Bignell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED292159

Communication for a Livable World

A Curriculum for Grades 4-8

Jory Post

and

Alan Friedman

SO06078

Communication for a Livable World

a curriculum for grades 4-8

Jory Post and Alan Friedman

Network Publications, a division of ETR Associates
Santa Cruz, CA, 1988

Copyright © 1988 by Network Publications, a division of ETR Associates. All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publisher.

For more information contact:
Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830

ISBN: 0-941816-51-6
Title #344

TABLE OF CONTENTS

INTRODUCTION

Rationale 1
Content 2
Grade Level Appropriateness and Alternative Uses 3
Instructional Strategies and Recommended Reading 4
Evaluating Students' Work 5

LESSONS

History of Communication

What Is Communication? 9
Why People Communicate 13
Symbolism and Language: Roots of Communication 15
Coding 22
Writing Surfaces 24
Production and Distribution of Books 26
The Press 29
Modern Advances 31
Future Visions 41

Methods of Communication

Introduction to Methods 49
Verbal Methods
  Songs as Communication 51
  Telephone 53
  Radio: A Verbal Broadcast 59
Written Methods
  Advertising: The Skill of Writing Copy 62
  Letters to the Editor 66
  Communication Through Poetry 68
Visual Methods
  Show It Like It Is 73

Adding Graphics to Your Copy 75
Visualize Your Community 77

Nonverbal Methods

Beyond Words 79
Pantomime 81
Intonation 83

Communication Skills

Introduction to Skills 89

Presentation Skills

Tools for Effective Presentation 96
Dramatic Presentations 102
Individual Speeches 104

Writing Skills

Written Directions Can Be Messy 106
Writing Your Opinion 109
Writing for the Real World 114

Critical Thinking Skills

Thinking Critically 116
Listen Carefully 122
Problem Solving Through Critical Thinking 124

Projects

Bookmaking 131
Radio Daze 134
Cave Painting 136
Computer Pen Pals 138
Photojournalism 141
Cassette Mail 143

Bibliography 145

☛introduction

RATIONALE

"What we have here, is a failure to communicate." Those were the words spoken by the hard-nosed warden to convict Luke in the movie Cool Hand Luke. As we move further away from the Industrial Revolution and race full-throttle into the Information Age, those words, or words similarly paraphrased, are echoed repeatedly.

Whether we are observing the interaction of two children on a school playground, adversaries on a city council, opponents in a national election, or two countries sitting down to negotiate a nuclear arms treaty, we often find an inability to communicate. While it is natural and healthy to find disagreement over issues, it is destructive and debilitating to be unwilling or unable to voice those disagreements and seek workable solutions.

As technology changes the structure of the labor force, we are moving towards a human-service society with jobs requiring more face-to-face interaction. It is apparent that now, more than any other time in our history, we are in need of strong communication skills.

When major corporations hire new employees, quite often their first assignment is to undergo intensive training in how to communicate with and get along with coworkers. This is a severe indictment of our past and current educational practices and philosophies, which generally focus on competition and isolation.

The cooperative education movement, spearheaded by David and Roger Johnson and others, has been a positive step towards aligning educational goals with societal needs. This book was written in an attempt to extend that process.

We hope you can use the ideas and activities in this book to continue developing a cooperative classroom atmosphere, where students working knee-to-knee and nose-to-nose learn to value the power and master the art of communication.

CONTENT

This book originated from a schoolwide gifted education project on World Culture at Happy Valley School in Santa Cruz, California in 1987. The 5th-6th grade class in Room 1 focused on Communication as a major aspect of World Culture. That course of study resulted in four main areas of focus:

HISTORY OF COMMUNICATION

This section is comprised of nine lessons offering students an historical perspective of the development of communication, from cave painting to satellites.

METHODS OF COMMUNICATION

Following a general introduction to communication methods, students are introduced to four main categories: verbal, written, visual and nonverbal. There are three lessons in each category.

COMMUNICATION SKILLS

After an introduction to a variety of communication skills through a role play, students concentrate on three main skill areas: presentation, writing and critical thinking. Again, three lessons are used for each area.

PROJECTS

Six long-range integrated projects have been suggested in this section. Each of these projects requires advanced planning and will work best using small cooperative groups.

GRADE LEVEL APPROPRIATENESS AND ALTERNATIVE USES

The majority of these lessons were piloted on a class of 32 fifth and sixth grade students at Happy Valley School. Therefore, we have been able to alter those lessons that flopped and work out the kinks in others. We feel these lessons can easily be adapted for use in grades four through eight. In some cases, the subject matter of role plays may have to be adjusted to fit the maturity level of your class. Vocabulary may also be modified in some lessons for fourth and fifth grade classes.

There are as many different ways to use these activities as there are teachers. As an experienced teacher you will choose and alter lessons depending upon your specific curriculum needs and scheduling demands.

Since we had a three month time constraint, we did three or four lessons a week in order to complete the total curriculum. If you have the time, we would suggest doing one to two a week for the duration of the year.

You might also select a few lessons from each section to create your own mini-unit on Communication. Another option would be to use one section as a unit and select one long-range project to support or culminate that unit.

If you opt to have your class work on projects, we suggest you prioritize and only do two or three, unless you have all year. Each project requires quite a bit of advanced planning and follow-through by the teacher. However, they are certainly worth the effort since students are able to learn about and develop communication through participation in real world activities as opposed to classroom simulation.

INSTRUCTIONAL STRATEGIES

In creating this Curriculum Guide we have begged, borrowed and stolen every instructional strategy possible. Of the three instructional modes, cooperative, competitive and individual, we have clearly emphasized small group cooperation in most of the activities. By small group cooperation, we mean either preselected or random groups comprised of four to six members, with each member having a role and accountability to the group. (For more specific information on cooperative learning strategies refer to David and Roger Johnsons' books as listed in the bibliography.) Though cooperation is our emphasis, some of our lessons are designed for individual work, and a few use competition as their motivation.

While some of our strategies are traditional in design, such as notetaking, quizzes and worksheets, most are interactive and creative. Some examples include brainstorming, photography, pantomimes, posters, roleplaying and advertising campaigns.

As you use these lessons, we hope you will alter them to best meet your classroom needs, substituting more appropriate strategies when applicable.

The following books selected from the Bibliography will offer valuable background for many of the lessons in this curriculum guide:

Baldwin, Gordon. *Talking Drums to Written Words.*
Fabre, Maurice. *A History of Communication.*
Johnson, David W. and Roger T. Johnson. *Cooperation in the Classroom.*

EVALUATING STUDENTS' WORK

Teachers should analyze the student outcomes of each lesson based on how closely they meet the lessons' objectives. This analysis will come from visual presentations, verbal presentations and written work.

In addition to teacher evaluations, students should be encouraged to rate their own participation in groups. These ratings should consider degree of cooperation, ability to listen to and respect opinions of others and sharing of leadership opportunities. Teachers should include student input when developing a rating scale for group participation.

☛history

WHAT IS COMMUNICATION ?

GOAL:

To introduce students to the forthcoming unit on communication.

OBJECTIVE:

Given an introductory discussion on communication and viewing of a film, students will be able to generate a list of communication-related ideas and choose a topic for an individual project.

MATERIALS:

Film or filmstrip on communication:
    Communications: A First Film. Film, 9 minutes. 1984. New York: Phoenix Films.
Handout: Individual Project Topics
Large butcher paper

TEACHER PREPARATION:

Preview film.

TIME REQUIRED:

One 60-minute period

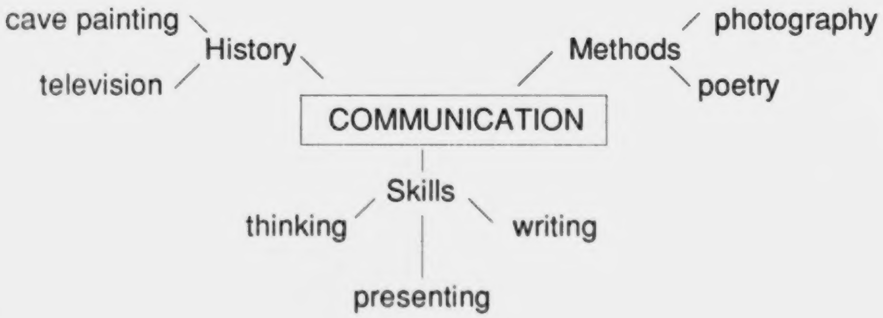
PROCEDURE:

1. Ask students to define communication. Make sure to supplement their definitions with the following: the transmission of information, conveyance of feelings, ideas and knowledge.

2. Tell students they will be involved in a study of communication dealing with skills, methods and history. They will also be looking at the different situations in which communication is used, such as interpersonal, intrapersonal, group and mass appeal. In addition, they will be participating in a number of group projects as well as an individual project.

3. Share with them some of the projects: culture fair, bookmaking, time capsule, time line, mural, radio show, photography and cave painting.

4. Show the film and have students divide into groups of four to develop a cluster (free association style) on communication. The following is a sample cluster:



Your cluster will look different than this, though you should begin with communication in the center. Your students will probably start with specifics such as television or poetry; therefore you may have to suggest general categories.

5. Come back together as a whole class and build a giant cluster on butcher paper, allowing group members to come forward and add their own ideas.

6. Share with them the individual projects list and ask students to add anything they want from the cluster. Tell them their individual project can be chosen from this list or anything else

they think of relative to communication. Assign a due date for selecting a topic and completing the project. They should have a project topic chosen within one week accompanied by a short description.

EVALUATION:

Teacher will record students' ideas and check for understanding of objective. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

As students are ready to present their projects, invite parents and have video equipment reserved to record presentations.

INDIVIDUAL PROJECT TOPICS

Arm Signalling
Books
Braille
Cave Painting
Codes
Cuneiform
Dance
Drama
Drums
Film
First Amendment
Foreign Languages
Games
Graffiti
Hieroglyphics
Journals
Lanterns
Light Beacons
Magic Lantern (Slide Projector)
Murals
Newspapers
Optical Telegraph
Painting
Paper
Periodicals
Phenakistoscope
Photography
Pigeons
Postal Service
Publishing
Radio
Rosetta Stone
Sign Language
Smoke Signals
Sonar/Radar
Songs/Music
Speaking Tubes
Storytelling/Folklore
Telegraph (Morse)
Telephone
Television
Time Capsule
Totem Poles
Walkie Talkie
Whistling

WHY PEOPLE COMMUNICATE

GOAL:

To recognize the variety of reasons why people communicate with each other.

OBJECTIVE:

Given examples of general purposes of communication, students will be able to generate a list of additional purposes.

MATERIALS:

Hershey's Kisses
Cardboard box with a question mark on one side

TIME REQUIRED:

One 60-minute period

PROCEDURE:

(Before students arrive, place a Hershey's kiss underneath the cardboard box on a table in the front of the classroom.)

1. Tell students you are hiding something underneath the box. They will have 20 questions to discover what is under the box. Their only clue: It is something to eat.

2. When the mystery has been solved, ask them what purposes they had in communicating with you. Their suggestions should include personal need or desire, curiosity, and the need to gather information. Discuss that these three reasons are all general

purposes of communication, and there are many more that they need to think about.

3. Divide the class into groups of five. Give each group ten minutes to list as many possible purposes of communication as they can. When ten minutes is up, pick a group number randomly. If that group can identify one general purpose of communication, each group member will receive a Hershey's Kiss.

4. As student groups identify purposes of communication, categorize their responses according to these general purposes:

    working
    surviving
    holding society together
    gathering information
    making decisions
    forming and maintaining
    having power over
    together
    socializing
    economics
    transmitting information
    persuading
    relationships
    expressing imagination

5. This process will continue either until groups are out of responses or until you are out of Kisses.

6. After students have presented their purposes, add any that may have been missed and review.

EVALUATION:

Teacher will observe presentations and check for understanding of objective. Groups will rate themselves on participation.

SYMBOLISM AND LANGUAGE: ROOTS OF COMMUNICATION

GOAL:

To understand the historical importance of language and symbols in the development of written and verbal communication.

OBJECTIVE:

Given a lesson on the early history of language development, students will use note taking to record important facts about communication.

MATERIALS:

Handout: History of Communication Worksheet
History of Communication Answer Key

TEACHER PREPARATION:

Background reading on symbolism as communication:

Fabre, Maurice. *A History of Communication,* pp.12-35.
Baldwin, Gordon. *Talking Drums to Written Words* (general).

TIME REQUIRED:

One 60 minute period

PROCEDURE:

1. Tell students they will be learning about the history of communication over the next several lessons, and that they will better understand and retain important facts if they take careful

notes. While notes will not be required in every lesson, it is an important skill to develop for self-communication.

2. Show them an example of a general outline and discuss the use of main topics, subtopics, key words and phrases. Tell them that translating a lecture into notes takes practice and may often require questions of clarification depending upon the subject, the lecturer and the learner's backround.

3. Begin discussion by creating an imaginary situation in which they have been given a free plane ticket to Paris. Within nine hours they have packed their bags and find themselves in a French airport. They speak no French and can't find anyone who will speak English to them. What do they need to do and how will they go about it?

4. The notion of symbols and language will be developed as they talk about reading signs and pictures, seeing a taxi or policeman, drawing a picture of what they want, or gesturing. (If they suggest finding someone who speaks English, tell them that this is not an option).

5. Continue the development of language and symbolism through a lecture/discussion using the outline from the History of Communication Answer Key.

6. Following the lecture, distribute the History of Communication Worksheet and have students complete using their notes. Give them 20 minutes before correcting together as a class.

EVALUATION:

Teacher will collect worksheets and check for understanding of objective.

FOLLOW-UP/EXTENSION:

Have students design and draw a new sign (example: international signs for bathrooms) without using words. When finished, have them share with class to guess meaning.

HISTORY OF COMMUNICATION ANSWER KEY

I. ORIGINS OF COMMUNICATION-SYMBOLISM AND LANGUAGE

A. Symbolism and language — the root of communication
  1. symbols (in speech and writing) represent things and ideas
    a. sounds
    b. pictures
    c. letters
  2. language — the way of combining symbols to communicate
    a. uses visual,verbal or written symbols
    b. changed as people moved around
    c. divided into family groups (e.g., Sino-Tibetan, Indo-European)
    d. family subgroups also (e.g., Latin from Indo-European)
B. Speech — thought to be first form of communication, but no proof
  1. Six theories on the origins of speech
    a. gift from gods (speech was divinely revealed to people)
    b. bow-wow (first words were imitation of animal sounds)
    c. pooh-pooh (speech began from the exclamation of fear, pain, pleasure,etc.)
    d. yo-he-ho (speech started with grunts from physical exertion)
    e. sing-song (primitive chants led to speech)
    f. gesture accompaniment (sounds created to accompany gestures)
  2. Speech eventually became recorded by drawing and writing
C. Precursors of writing — what led up to it
  1. Cave paintings
    a. 20,000-30,000 BC, Altamira, Spain
    b. "picture-stories" thought to describe lifestyles
  2. knots
    a. memory devices in ancient Persia
    b. a crude calendar to make battle plans
  3. quipus threads: Peruvian weaving to send messages
  4. wampum belts: Native American custom of recording events
D. Writing — a refined method of recording
  1. Converting sounds, words and concepts into visual symbols
  2. Arranging symbols in an orderly sequence to convey ideas

a. pictograms: Sumerian cuneiform-pictures symbolize things (e.g., a circle meant the sun)
b. ideograms: advanced pictography-pictures also represented concepts as well as things (e.g.,circle meant heat, day and time besides the sun); hieroglyphics
c. letters: Mediterranean Strip, 1800-1600 BC, forerunner of modern alphabet developed — major step forward in communication

Developed from Fabre, Maurice. *A History of Communication.*

HISTORY OF COMMUNICATION WORKSHEET

I. ORIGINS OF COMMUNICATION-SYMBOLISM AND LANGUAGE

A. Symbolism and language — the root of communication
  1. symbols (in speech and writing) represent things and ideas
    a. sounds
    b. pictures
    c. letters
  2. ______________the way of combining symbols to communicate
    a. uses visual,verbal or written symbols
    b. changed as people moved around
    c. ____
    d. family subgroups also (e.g., Latin from Indo-European)
B. Speech — thought to be first form of communication, but no proof
  1. Six theories on the origins of speech
    a. ___________________(speech was divinely revealed to people)
    b. bow-wow(____)
    c. _____________________(speech began from the exclamation of fear, pain, pleasure,etc.)
    d. yo-he-ho (speech started with grunts from physical exertion)
    e. _______________________(primitive chants led to speech)
    f. gesture accompaniment (sounds created to accompany gestures)
  2. Speech eventually became recorded by drawing and writing
C. Precursors of Writing — what led up to it
  1. ___________________
    a. 20,000-30,000 BC, Altamira, Spain
    b. "picture-stories" thought to describe lifestyles
  2. ______________
    a. memory devices in ancient Persia
    b. a crude calendar to make battle plans
  3. _______________ Peruvian weaving to send messages
  4. _______________ Native American custom of recording events
D. ___________________a refined method of recording
  1. Converting sounds, words and concepts into visual symbols

2. marking them down in an orderly sequence to convey ideas
    a. pictograms: Sumerian cuneiform-pictures symbolize things (e.g., a circle meant the sun)
    b. ___________advanced pictography-pictures also represented concepts as well as things (e.g.,circle meant heat, day and time besides the sun); hieroglyphics

    d. letters: __________1800-1600 BC______________________

From: Fabre, Maurice. *A History of Communication.*

CODING

GOAL:

To understand the relationship between the refinements of symbolic systems and the advances made in human communication.

OBJECTIVE:

Given examples of various symbolic systems, students will be able to develop their own code and communicate a message to a partner.

MATERIALS:

Examples of cuneiform, hieroglyphics, the Rosetta stone, cave paintings, Chinese characters (Locate in background reading or encyclopedia.)

TEACHER PREPARATION:

Background reading on language and symbols:
Fabre, Maurice. *A History of Communications*, pp.31-35.

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Have students recall the concept of symbolism from the previous lesson. Define the use of pictures for communication as pictography. Explain that pictography uses pictures as examples of real things. Share examples of cuneiform.

2. Explain that ideography goes a step beyond pictography by assigning ideas to symbols as well as things. For example, a picture of the sun may represent heat or light as well as the sun.

Discuss Chinese symbolism as an example of ideography. Draw a few characters on the board along with their translations.

3. Discuss the history of the alphabet beginning with its origin in the Mediterranean Strip, its development in Greece and finally, its spread by missionaries and colonists. Convey the definition of alphabet as a "set of symbols representing the individual sounds of a language" (Fabre, p.35).

4. Have students work individually developing their own code or alphabet, using any symbols they wish. When they have completed their code, have them write a one-sentence message to be decoded by a partner of their choice.

EVALUATION:

Teacher will collect the finished codes and check for understanding of objective.

FOLLOW-UP/EXTENSION:

Invite someone who is knowledgeable in Braille, sign language or another form of symbolic language to speak to the class.

WRITING SURFACES

GOAL:

To appreciate the technological advancements in the production of writing surfaces as they relate to communication.

OBJECTIVE:

Given a lesson on the history of writing surfaces, students will be able to write a short essay from their notes explaining the development and importance of writing surfaces.

MATERIALS:

Samples of writing surfaces (background material or encyclopedia)

TEACHER PREPARATION:

Background reading on writing surfaces:
Fabre, Maurice. *A History of Communications,* pp. 39-40.

TIME REQUIRED:

One 60-minute period.

PROCEDURE:

1. Tell students they will be writing a short essay using the notes they take during this class. Begin a discussion by asking students to list all the writing surfaces they can imagine. Remind them that writing was not always as easy as it is today.

2. Discuss the use of papyrus by the Egyptians in 300 B.C. as the first major development in writing surfaces. The stem of the papyrus was sliced lengthwise and two layers were fastened with water and juices from the plant, eventually forming 120 ft.

rolls. It was then written on with a reed soaked in water, gum and lampblack.

3. Those primitive materials didn't have much lasting ability. Many partial scripts have been found, but the Book of the Dead is the first known book to have survived.

4. Discuss the use of parchment in 2 BC in Asia Minor, as well as silk and cotton husks in China. Finally, discuss the first paper mill in Spain in 1150 AD that led to the development of paper mills in Italy, France, Germany, England and Scandinavia in the 13th through 15th centuries.

5. Have students write a short essay from their notes on the importance of the development of writing materials.

EVALUATION:

Teacher will collect essays and check for understanding of objective.

FOLLOW-UP/EXTENSION:

Take the class on a field trip to a local papermaker.

PRODUCTION AND DISTRIBUTION OF BOOKS

GOAL:

To become familiar with the history of bookmaking.

OBJECTIVE:

Given background information on the history of production and distribution of books, students will produce a mock-up book portraying what they learned about the process.

MATERIALS:

Paper — 4 sheets per pair of students (5" x 8 1/2")

TEACHER PREPARATION:

Background reading on production and distribution of books:
Fabre, Maurice. *A History of Communications,* pp. 39-55.

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Tell students this lesson will culminate with a project that requires careful note taking. Discuss that as books became more popular, the church began taking control of their production and distribution. They built scriptoriums, where members of the Church were responsible for illuminating, decorating and reproducing manuscripts.

2. Ask students to imagine what might have been the next development in the production of books. In the 13th-15th centuries, 50 of Europe's finest universities were established.

Their demand for books was high, so they hired their own manuscript copyists.

3. As more books became available, the nobility or wealthy class began collecting as well. As the demand grew, more copyists were engaged in the production of books.

4. As the demand continued to grow, the art of printing became more refined. Block printing was used. In 1456, Johann Gensfleisch (Gutenberg) produced the *Gutenberg Bible* the first book printed from movable type, He also developed ink that adhered to metal. In 1725, William Ged created a process called stereotypy, when he made a mold of a metal plate that could be used again and again. Discuss the concept of stereotype.

5. Copyright laws were passed in England in 1709 to protect authors' rights.

6. Effects of the industrial revolution included cheaper paper from wood pulp, machine-set type, steam-operated and rotary presses and lithography. All helped create the process of mass production.

7. Pair students and have them make a mock-up book on the history of book production and distribution. Model the process before handing out paper. (Take four sheets of paper and fold in half. You will have sixteen sides 5" x 4 1/4". Write a title on the first page and fill in other pages from notes.)

EVALUATION:

Teacher will collect mock-up books and check for understanding of objective.

FOLLOW-UP/EXTENSION:

Have students make their own books (see "Bookmaking" project, p.131).

THE PRESS

GOAL:

To appreciate the development of the press as a tool for mass communication.

OBJECTIVE:

Given a lecture on the history of the press, groups of students will write an article on the press using their notes.

TEACHER PREPARATION:

Background reading on newspapers and their history:
Fabre, Maurice. *A History of Communications,* pp. 55-63.
Smith, Anthony. *The Newspaper-An International History* (general)

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Tell students they will need to take careful notes this lesson. Use examples (from background books) of old newspapers to show a variety of purposes of the press. Discuss origins of the press in the Acta Diurna, which were official announcements in 131 BC, Rome. Bring up the issue of censorship, which eliminated the announcements and most new forms of communication until the 1500s.

2. In the 1500s, private firms began producing handwritten newsletters for employees. The first newspaper was printed in Germany in 1609. The first magazine followed in France in 1672, and the first daily news was the *Daily Courant* in London, in 1702.

3. The British government tried to prohibit the press through various means. The Licensing Act and Stamp Act created strict regulations and artificially high prices. These restrictions were fought and changed.

4. From 1789-1793 there were more than 1,000 newspapers in Paris alone. But Napoleon feared that if he gave the press free rein he would lose power, so he reduced the number of papers to four, all of which supported the government.

5. In the United States, John Peter Zinger was charged with libel in 1734, in New York. He was found innocent and set free, which began the notion of free press, a precursor to the First Amendment.

6. Ask students what they think is the main purpose of the press. Discuss the idea of responsibility to public opinion. The current trend in newspapers shows an increase in circulation, but a decrease in the number of newspaper companies. High costs mean a small number of newspapers control newspaper identity. Because there are fewer papers, fewer opinions are presented, and the press is less responsible to public needs.

7. Have students form groups of three to write an article on the press using their notes. Collect, edit and have students revise.

EVALUATION:

Teacher will edit articles for understanding of objective and return to students for revisions. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

Have a small group of students put together a newspaper using the students' articles and distribute to the school community.

MODERN ADVANCES

GOAL:

To familiarize students with the technological advances in communication and their effects since the 1800s.

OBJECTIVES:

Given background information on advances in communication, pairs of students will make presentations on a specific topic to the rest of the class.

Given presentations on advances in communication, students will analyze the effects of such advances on society.

MATERIALS:

Modern Advances-1800 to Present

TEACHER PREPARATION:

Cut Modern Advances information sheet into individual events.

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Have students suggest advances in communication since the 1800s and record on the board. When they have exhausted their ideas, add others from your background information.
2. Divide class into groups of two, and distribute one Modern Advance event to each group. Tell groups to study their event and be prepared to make a short presentation to the class.

They should include in their presentation a discussion of the advantages and disadvantages of their topic.

3. After giving each group 15 minutes to prepare, have them deliver their presentations.
4. Following all presentations, have a general discussion about the negative and positive impacts of modern advances in communication.

EVALUATION:

Teacher will observe presentations and check for understanding of objectives.

FOLLOW-UP/EXTENSION:

Have students choose one modern advance to research for a science fair project.

1827 - Photography Refined:

Photography is the process of converting light into pictures. The word comes from the Greek meaning "to draw with light."

There is no one inventor of photography, but many people who have contributed ideas and techniques over time. A primitive type of camera called "camera obscura" was developed by about 1500. But the first real photograph was not produced until 1826. Photography required a great deal of equipment and scientific knowledge at that time. Eventually, due to the scientific and technical discoveries of the 1800s and 1900s, cameras became easier to use.

Today, anyone can take a picture by merely aiming a camera and pressing a button. A photograph can be created in as little as 15 seconds.

Photography has revolutionized communication. From art to journalism, photography is a powerful visual method of communication in today's world.

1844 - Morse's Telegraph Completed:

The invention of the telegraph permitted communication over long distances without relying upon a traveling messenger. The word telegraph is from two Greek words. Tele means "from afar," and graphein means "to write."

Samuel Morse was not the first to invent the telegraph, but is famous for the improvements he made over existing telegraphs. His telegraph could send messages further than before with a relay device he developed. He also created the dot-dash code called Morse Code.

For over 40 years in the 1800s the telegraph was the fastest way to communicate over long distances. But the telephone and other inventions have replaced the telegraph for many types of long-distance communication.

At the present time we still use related machines called Teletypes, teleprinters, and facsimile machines to send long-distance messages, especially in the news media industry.

1866 - Transatlantic Cable Completed:

The Transatlantic cable marked the beginning of speedy communication between the continents of North America and Europe. In 1856, Cyrus W. Field, with the Atlantic Telegraph Company, made plans to lay a cable between Newfoundland and Ireland (because the ocean floor was especially level along this route). It took nine years to complete the project. In 1866 after four unsuccessful attempts a working cable was installed and an earlier one repaired. By 1900, 15 working cables were lying across the Atlantic ocean, vastly increasing communication between North America and Europe.

Today the cables are still used, but satellites perform most intercontinental communication across the globe.

1867 - Typewriter Invented:

The invention of the typewriter greatly increased the speed and neatness of writing. From the late 1700s through the mid 1800s, many inventors in the United States and Europe tried to develop a practical typewriter.

To be practical, it had to be easy to use, inexpensive, accurate and fast. In 1867 three inventors from Milwaukee — Christopher Sholes, Samuel Soule, and Carlos Glidden — designed such a machine. By 1874 the typewriter was made available to the public.

In the early 1900s portable typewriters were being used, and in the 1920s electric typewriters became popular. Today, the typewriter is still an important communication device used all over the world and is being continually improved upon.

1876 - Telephone Invented:

Alexander Graham Bell, a teacher for the deaf, invented the telephone in 1876. Originally from Scotland, Bell moved to Boston in 1871. In 1875, Bell discovered that sound had been transmitted electrically while he was repairing a "harmonic telegraph." This device was intended to send several messages at once over one wire. His assistant, Thomas Watson, was trying to fix the harmonic telegraph in a different room when Bell overheard sounds being made. This discovery led to Bell's invention of the telephone in 1876.

He was testing a new transmitter when he spilled battery acid on himself and cried out, "Watson, come here. I want you." Watson rushed in from another room shouting, "I heard every word you said--distinctly!" This was the first message received through a telephone.

Public interest began after Bell gave many demonstrations. Since that time the use and development of the telephone has increased dramatically throughout the world.

The invention of the telephone completely changed people's ability to communicate over long distances. Today, the telephone is an important part of modern communication, for businesses as well as for friends.

1877 - Phonograph/Records Invented:

A phonograph reproduces sounds that have been recorded on a record. Also called a record player, a phonograph is mostly used for listening to music.

In 1877, Thomas Edison, a U.S. inventor, made the first practical phonograph. This device recorded sound with a needle attached to a vibrating disc (diaphragm) onto a small metal cylinder wrapped in tin foil. It could also play back the sound when another needle attached to a diaphragm was placed on the rotating cylinder. The quality of sound was poor but recognizable. This crude device has been greatly improved upon since its invention, but the same principles are still used with modern phonographs.

The invention of the phonograph and records revolutionized verbal communication, especially music, by enabling people to hear sound without needing a live performance.

1895 - Wireless Telegraph Invented:

In 1895, Gulielmo Marconi, an Italian inventor, made a device called the wireless telegraph. Marconi used the discoveries made in the 1800s to replace the Morse telegraph and create the forerunner of the radio.

Before the wireless telegraph, messages could only be sent between places that were connected by a cable. With Marconi's wireless, messages could be sent to a much wider range of places. With a receiver that could detect and amplify radio waves, a wireless telegraph could even send messages across the Atlantic ocean, to almost any location.

Marconi's invention had an important effect on the range of long-distance communication. The most lasting effect was the telegraph's adaptation for radio broadcasting, which first began in 1906 and quickly spread all over the world.

1906 - Speech Heard From Radio Waves:

There are many who claim to have been the first to broadcast speech over the air. Historians, however, generally acknowledge Reginald Fessenden, a Canadian-born physicist, who attached a telephone mouthpiece to a wireless transmitter to broadcast a Christmas Eve program in 1906.

The development of vacuum tubes, that could detect and amplify radio waves made radio what it is today. Lee de Forest and other electrical engineers in the United States developed these devices in the early 1900's.

By 1908 experimental radio stations appeared, often connected with engineering schools and universities. By 1917 commercial broadcasting stations sprang up in various cities. Since that time, radio has steadily grown all over the globe. Needless to say, radio plays a major role in contemporary communication for both commercial and noncommercial uses.

1927 - Motion Pictures Included Sound:

Motion pictures were developed in the late 1800s. A few even used sound before 1900. Because these films relied on a mechanical hookup with a phonograph, it was difficult to coordinate the sound with the picture. Most movies then were "silent movies." In 1927, Warner Brothers produced a film called The Jazz Singer. When the star, Al Jolson, spoke a few lines during the film, the movie industry was revolutionized. The silent film era came to an end.

"Movietone," a new system that photographed sound directly onto the film, soon replaced the sound-on-phonograph method. In a short time, public demand for motion pictures with sound grew tremendously.

Currently, "talking" movies are as popular as ever and continue to be a major form of communication in society.

1929 - First Practical Television System Demonstrated:

Television has been hailed as "one of humanity's most important means of communication," by The World Book Encyclopedia (1986). From the Greek Language, tele means "from afar," and videre means "to see." Hence, television roughly means "to see from afar."

Like many other inventions, television does not have one inventor. It is a combination of theories and technical developments dating back to the 1800s. However, the first practical television system was demonstrated in 1929 by Vladmir Zworykin, a Russian-born American scientist.

Experimental television soon followed by the BBC (British Broadcasting Corporation, NBC (National Broadcasting Corporation) and CBS (Columbia Broadcasting Corporation). Because of World War II and technological limitations, television did not start its immense popularity until 1946. Since that time, television broadcasting, viewing and technology have steadily increased around the world.

1946 - Electronic Computer Developed:

The first electronic computer was developed by engineers at the University of Pennsylvania in 1946. The original purpose of this computer was to help with the flight path of military weapons.

In order for this machine to function, all input had to be punched into cards using a specific pattern of holes. The cards were then translated by a device that converted the configuration of holes into electrical pulses. Driven by those pulses, a "card punch" would output the results in a similar form.

This computer included 18,000 vacuum tubes, was subject to many failures and filled up an entire building. Though the same principles are used in modern computers, advances in technology have greatly reduced the size and flaws of the original model.

Communication, especially in the academic and business world, has been drastically changed by the computer's arrival. The effects range from greater efficiency in record keeping to new artistic applications. Computers continue to have a marked influence on communication today and show no signs of diminishing.

1947 - Transistor Invented:

With the invention of the transistor in 1947, electronic equipment became smaller and faster. Before transistors, relatively large vacuum tubes were needed to control the flow of electricity in computers, televisions, radios and other electronic equipment. A typical transistor is smaller than a pencil eraser, uses less electricity than a vacuum tube and is more dependable.

The communications industry was revolutionized by the transistor. High-speed computers and pocket calculators were not possible without transistors. Information could now be stored and transmitted much more efficiently and quickly.

The transistor's biggest effect on communications was probably the development of computer satellites that connect continents by way of telephones and television.

1957 - First Satellite Launched-U.S.S.R:

The Soviet Union launched Sputnik in 1957, marking a new era in space and communication technology. This first space satellite sparked the U.S. to step up its space program, resulting in many more satellite launchings soon thereafter.

The earliest satellites were used to relay communication signals, monitor the weather, map the earth and its natural resources and detect nuclear explosions. At present, satellites are still used for these purposes as well as for television and telephone.

1960 - Xerox Refined Photocopying:

Xerography was invented in 1938 by Chester Carlson, but did not become popular until the 1960s when Xerox Corporation improved the process.

This process uses a copy machine that reproduces pictures and text by exposing the dark and light areas to paper that is sensitive to heat and electrostatic charge.

Like other advances in communication, xeroxing has increased the speed, accuracy and flexibility of written communication. High quality reproductions can now be made as fast as 60 per minute, enlarged or reduced in size.

1968 - Portable VCRs Introduced:

Video cassette recorders, or VCRs, were first made available in 1968, not long after the introduction of audio cassettes for sound recording. They quickly became popular in the 1970s. VCRs are used to view a video camera tape, to record and play back television programs and to view movies that have been recorded on video casettes.

VCRs advanced the state of video recording, making storage more efficient and cleaner. They produce very high quality sounds and pictures, using video tape instead of the plastic used for records or film. Videotape is less subject to wear and tear than records or film, and unlike film, video tape can be erased, used again, and played immediately after recording. News stations can now show news stories much more quickly with video than film.

VCRs have affected communication by making many productions more accessible to the public. People can even tape one television program while viewing a different program. This effect has also brought about a greater variety of artistic creations as well as challenged the copyrights of producers. With the recent arrival of compact discs (CDs), which are of higher quality, VCRs may become less popular.

1970 - Fiber Optics Upgraded:

Fiber optics is a technological breakthrough that uses glass fibers to transmit light. In order to prevent any light from escaping, a high-quality glass is specially manufactured to permit only internal reflection of the light. In this way, any light beginning at one end of a fiber will travel all the way to the other end with relatively no change.

Some optical fibers are thin as human hair and allow light to travel through bends in the glass.

Optical fibers have had far-reaching effects in many fields, including the communication industry. Besides being used in medicine for internal exams and surgery, and in engineering to examine hidden machine parts, optical fibers have revolutionized telephone operations. Copper cables are gradually being replaced by cheaper and more efficient glass cables. An optical fiber can perform better than a copper wire 100 times as big. Not only do optical fibers carry more conversations, they also have no electrical interference, since light is used instead of electricity.

1978 - Video Disks Marketed:

Video disks are similar in appearance to regular records. They produce the highest quality sounds and pictures known today. This high quality is the result of laser and computer technology, which is used to record and play, resulting in almost no distortion over time.

Laser disks are recorded as microscopic indentations on a disk that are then read by a laser beam. The signals are digitally translated by a computer before being transformed into sound and pictures. Laser disks spin about 50 times faster than normal records.

While many people predict laser video disks will have a great impact on the educational and home entertainment market, the technology has not been refined enough to be cost effective.

1980 - Home Computers Made Available:

With the invention of the Apple II computer, a new term was coined, the "personal" or "home computer." The Apple II was small enough and reasonable enough in price for the general consumer. Many other computer companies quickly followed Apple into the market including IBM, Atari and Commodore.

Communication has been greatly enhanced by personal computers. By using the latest technology, micro chips, home computers offer their owners easy access to word processors, a variety of data bases throughout the country, electronic mail and networking, and recreational games.

FUTURE VISIONS

GOAL:

To understand the exponential growth of advances in communication and to consider future possibilities.

OBJECTIVE:

Given examples of past, current and future advances in communication, students will create their own visions of communications of the future.

MATERIALS:

A large outdoor space (e.g., a football field)
Advances in Communication Timeline
Advances in Communication Label Sheet
Future Facts

TEACHER PREPARATION:

Cut labels into individual pieces.

Use the timeline to organize your students once they have selected their labels. The timeline has been divided into 24 sections, one section per 1,000 years. Use whatever field space available divided into 24 sections (example-24 yards, each yard equaling 1,000 years). It would also be more graphic to have year markers at each of the 24 sections.

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Place individual labels inside a container. Have each student choose a label.
2. Have the class go outside to a predetermined linear space. Ask students to assume their places on the timeline according to their labels.
3. Have students suggest the implications of the activity. They should recognize the exponential growth in the developments of communication and the potential for increased future growth when seeing the crowd of people standing at the section representing 1800 to the present.
4. Share examples from Future Facts.
5. Have students think about other possible future advances in communication. Ask them to choose one or more and write a brief description to share with the class. Be sure to have them consider societal impacts of their vision. After 15 minutes, have the students share their future visions.

EVALUATION:

Teacher will listen to students' future visions and check for understanding of objective.

FOLLOW-UP/EXTENSION:

Have the class take a field trip to a government and/or corporate facility dealing with modern communications techniques and research.

FUTURE FACTS

Robotics:

Mechanical robots will function as friends or pets, able to engage in small talk or play games with their owners on command. They will also be able to assist with household chores or accompany their owners to the store to help with shopping (Henson1982).

Chimp Language:

Researchers have recently discovered that chimps have the ability to learn language. This work could create new methods of teaching learning-disabled children and may also lead to breeding and training of household pets to understand simple language (Rosen 1976).

College Degree Through the Public Library:

Libraries around the country are beginning to offer information and materials that can lead to college degrees. Before long the general public may be able to walk into libraries in any major city and design an independent course of study to lead to a degree of their choice (Rosen 1976).

Video Telephone:

While the video telephone has already been developed by many companies, its use is currently limited. In the future every home and office could be equipped with a video telephone. In addition to face-to-face conversations between friends, this invention could replace expensive business trips and offer home viewing of new products (Rosen 1976).

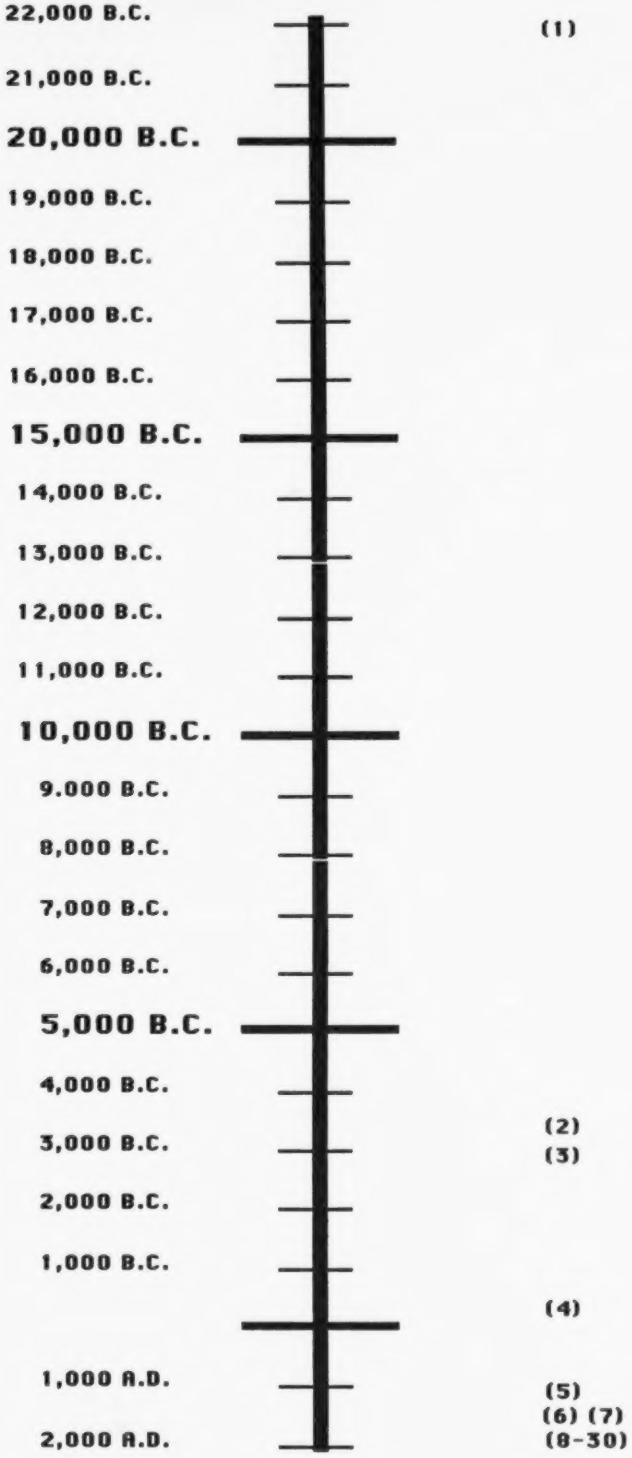
Spoken Print:

Computers will someday be able to receive a question over the phone, translate it, then give the caller an answer. They will also allow callers to speak with people in foreign languages, translating the conversation so both parties will understand in their own language (Rosen 1976).

ADVANCES IN COMMUNICATIONS-LABEL SHEET

1. **22,000 BC** — Prehistoric Caves Painted
2. **3500 BC** — Sumerians Wrote On Clay Tablets
3. **3000 BC** — Egyptian Hieroglyphics Used
4. **450 BC** — Carrier Pigeons Used By Greeks
5. **1200 AD** — Paper And Ink Art Used In Europe
6. **1453 AD** — Gutenberg Bible Published
7. **1562 AD** — First Monthly News Published, Italy
8. **1741 AD** — First Amendment Adopted
9. **1827 AD** — Photography Refined
10. **1844 AD** — Morse's Telegraph Completed
11. **1866 AD** — Transatlantic Cable Completed
12. **1867 AD** — Typewriter Invented
13. **1876 AD** — Telephone Invented
14. **1877 AD** — Phonograph/Records Developed
15. **1895 AD** — Wireless Telegraph Used
16. **1906 AD** — Speech Heard From Radio Waves
17. **1927 AD** — Motion Pictures Included Sound
18. **1929 AD** — First Practical TV Demonstated
19. **1946 AD** — Electronic Computer Developed
20. **1947 AD** — Transistor Invented
21. **1957 AD** — First Satellite Launched-U.S.S.R
22. **1960 AD** — Xerox Refined Photocopying
23. **1968 AD** — Portable VCRs Introduced
24. **1970 AD** — Micro Chips Being Used
25. **1970 AD** — Fiber Optics Developed
26. **1974 AD** — Satellite Mailgrams Sent
27. **1978 AD** — Video Disks Marketed
28. **1979 AD** — 3-D TV Demonstrated
29. **1980 AD** — Home Computers Made Available
30. **1980 AD** — Space Photography Refined

ADVANCES IN COMMUNICATION-MODEL TIMELINE



☛methods of communication

INTRODUCTION TO METHODS

GOAL:

To introduce students to the four main methods of communication.

OBJECTIVE:

Given examples of the four main methods of communication, groups of students will generate lists of specific examples and share one with the whole class.

MATERIALS:

Representations of the four main communication methods

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Prior to the lesson, collect representations of the four main methods of communication: visual, verbal, written and nonverbal. (Examples: visual-art pieces, verbal-telephone or picture of a conversation, written-books or a letter, and nonverbal-pictures of facial expressions.) To begin the lesson, display the representations in the front of the classroom.

2. Ask students to identify the main method of communication used in each of the examples. Some of their guesses will be specific, such as photography rather than visual. Lead them to understand that the four general categories of communication are visual, verbal, written and nonverbal.

3. Once they have accepted the general categorization of methods of communication, go back to their specific examples, or create your own if they didn't generate any. Ask volunteers to give examples of the four main categories.

4. Divide the class into groups of 3-5. Assign each group one of the four communication methods, and have them create a list of as many examples as they can.

5. When they have exhausted all possibilities, ask them to prepare and demonstrate one of their examples with the whole class. (Example: The group assigned verbal communication could have students role play a telephone conversation.)

6. When all groups are ready, have each group present its example and ask for volunteers to guess the category and specific example used. When a group has completed its presentation have a representative read their list of examples.

EVALUATION:

Teacher will observe group presentations and collect their lists of examples to check for understanding of objective. Groups will rate themselves on participation.

☎ Verbal Methods

SONGS AS COMMUNICATION

GOAL:

To familiarize students with songs as an artistic method of verbal communication.

OBJECTIVE:

Given examples of songs that communicate various messages to different audiences, students will classify additional songs into pre-existing categories and write verses to a well known melody.

MATERIALS:

Records or cassettes of desired songs
Phonograph or tape player
Musical instrument (optional)

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Have students listen to a song of your choice that communicates a clear message. Ask the class why they think that song was written.

2. Generate a chart on the blackboard as shown in the following example and complete for the song just played.

TITLE	TYPE OF SONG	WHAT IT COMMUNICATES	AUDIENCE
Circle Game	Folk	Growing up	General

3. Have students create their own copy of the chart. Play or perform a few more songs that communicate various messages. Give students the titles only and have them fill in the rest of the chart.

4. Play a song with a well-known melody. Together with the class, create a new verse. Tell students they will be writing their own verses to the melody. Either give students a theme or decide on one with the class. Divide the class into groups of 2-3.

5. After giving the groups 15-20 minutes, have them come together and share their new verses.

EVALUATION:

Teacher will collect students' completed charts and check for understanding of objective. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

Have groups rehearse their verses and then record as a whole song.

TELEPHONE

GOAL:

To understand the effects of the telephone on verbal communication.

OBJECTIVE:

Given a variety of telephone uses modeled by the teacher and volunteers, students will role play conversations with partners showing their understanding of the telephone as a method of verbal communication.

MATERIALS:

Two telephones
Two copies of each: Role Playing Scripts for Telephone

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Ask for a volunteer to assist in a role play situation. Give the volunteer a copy of the script used for informing (see p. 55).

2. Have students discuss the use of the telephone as a verbal method of communication. Develop the concept that there are a number of purposes for communicating by telephone. Have students suggest different purposes for using the telephone including informing, soliciting, and conversing. Have students label the purpose of the previous role play.

3. Ask for more volunteers to role play the scripts representing the

other two purposes of telephone communication. Have students identify the purpose of each role play.

4. Ask students to pair off to develop a telephone conversation. Assign each pair one of the three purposes to guide their conversation, allowing 10-15 minutes to develop, write and rehearse their role play.

5. When pairs have completed their preparations, have them share their conversations with the class. Have students identify the purpose(s) of each role play.

EVALUATION:

Teacher will observe students' role plays and check for understanding of objective. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

Have students develop a class fundraiser or participate in a schoolwide fundraiser. Direct them to use the school's phone list to solicit funds from community members. Students should be conscious of their use of the three purposes of telephone as verbal communication.

ROLE-PLAYING SCRIPTS FOR TELEPHONE

Informing:

Receiving and sending information is one major function of using telephones. The following script uses a conversation between a child and parent to exemplify that function.

(This situation begins with a child at home alone after school. The parent is at work and needs to give the child some information about the evening's schedule. The telephone rings).

CHILD: Hello.

PARENT: Hi, Chris. I've got to stop at the store to pick up some groceries, so I'll be home about 5:30.

CHILD: Okay. What's for dinner tonight, dad?

PARENT: I was thinking about Chinese stir-fry. Whadya think?

CHILD: Sounds good. With scallops and snow peas?

PARENT: Sounds good. Will you start the rice and slice up some scallions and garlic?

CHILD: Okay. How about some ice cream for dessert?

PARENT: Licorice or pistachio?

CHILD: Real funny.

PARENT: Alright, I'll figure out something. Start the rice at 5:15. See you in a bit.

CHILD: Bye.

Conversing:

Another function of communicating through the telephone is to maintain friendly relationships with others. This use of the phone differs from informing in that there is no one specific purpose for the conversation. While the following script also informs, its main function is friendly conversation, as it changes directions often.

(Pat and Jean haven't talked to each other in a couple of months. Pat is feeling lonely and gives Jean a call. The telephone rings.)

JEAN: Hello.

PAT: Jean?

JEAN: Pat? Is that you?

PAT: Who else would call you after midnight on a workday?

JEAN: I'm so glad you called! I was thinking about you just yesterday.

PAT: I've really missed you. Things are so different since I moved back here. What's new and exciting?

JEAN: Well, let's see. Nothing much exciting, but I bought a new mountain bike last week.

PAT: I don't know how you do it. Are you still doing aerobics three days a week?

JEAN: Actually, I'm up to four days a week--advanced class! How about you, are you still playing coed soccer?

PAT: No, I haven't found a team yet, but the people I work with play a lot of tennis, so I'm into a new racquet.

JEAN: Ha! Ha! Ha! I see your sense of humor is still intact. How is your new job?

PAT: Its fantastic! Better pay, shorter hours and more room to be creative. I love it! And the people here are fun to be around. What about you? How's the "factory"?

JEAN: Same old stuff. It hasn't been nearly as much fun since you left. So, when are you coming back to visit?

PAT: I think I can get away during the holidays for a few days. Will you reserve your hide-a-bed for me?

JEAN: You bet. I can't wait to see you. Don't forget to bring your racquet. Thanks for calling. Talk to you soon.

PAT: Bye-bye, Jean. See you in December!

Soliciting:

Soliciting is another use of the telephone. Examples of soliciting include asking for volunteer work, subscriptions or donations. The following script will focus on asking for a donation.

(A representative of the fire department calls a local resident seeking donations. The telephone rings.)

RESIDENT: Hello.

SOLICITOR: Hi, I'm Mel Turner with your local fire department. We're trying to raise funds to help send handicapped kids to camp this summer. We are having our annual ball in two weeks and are asking for a $25 donation per ticket. The purchase price includes dinner, dancing and door prizes. We got your name and number from last year's guest list. How many tickets can we reserve for you?

RESIDENT: Do you have live music this year?

SOLICITOR: Yes, The Harmonettes will play two sets after dinner.

RESIDENT: Oh, I love The Harmonettes! Put me down for two tickets.

SOLICITOR: Thanks so much. We look foward to seeing you at the ball!

RADIO: A VERBAL BROADCAST

GOAL:

To recognize the use of radio as a verbal method of communication.

OBJECTIVE:

Given prerecorded examples of radio segments, groups of students will create their own specific radio pieces to be recorded and shared with the full class.

MATERIALS:

Prerecorded radio shows (available in libraries)
Tape recorders
Blank tapes
Current newspaper articles

TEACHER PREPARATION:

Record segments of radio news broadcasts or obtain recordings at a library.

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Have students listen to a prerecorded tape of some newsworthy item of your choice. Some examples are the opening to the War of the Worlds show, a cut from the Kennedy assassination, Roger Maris' 61st homerun, or something more current that you can easily record from the radio.

2. Following the presentation, ask students how this tape relates to previous discussions about communications. Students should understand that radio is one of the many methods of verbal communication, and that verbal communication is one of the four main methods of communication (visual, written, verbal and nonverbal).

3. Have students suggest ways in which radio is used to communicate and list them on the board. Then have them listen to further examples of prerecorded radio segments, including public service announcements, reviews, news shows, sports events, dramatic presentations, advertisements and music, among others. When they have finished listening, have them identify the segments from their list on the board. If a segment is not represented on the list, determine a new label for it.

4. Divide class into groups of 4-5. Tell them that they will be responsible for designing, recording and airing a brief radio segment. Give students 30 minutes to design and record their programs. (Have tape recorders available in centralized locations.) Depending upon the number of groups you have created, assign any or all of the following categories, one per group:

    Public service announcement
    Movie or book review
    Sports event
    Dramatic presentations
    Advertisement
    Music
    News shows (global, national, local, sports, weather, entertainment)

5. When all groups have recorded their radio segments, have the class listen to the shows and categorize the segments

according to type. Finish the lesson by discussing the use of radio as an effective verbal method of communication .

EVALUATION:

Teacher will observe group presentations and give verbal feedback on radio pieces. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

1. Have students view selected segments of Woody Allen's movie, Radio Days.
2. See "Radio Daze" in Projects Section (p. 134).

Written Methods

ADVERTISING: THE SKILL OF WRITING COPY

GOAL:

To recognize the power of the written word as a device of persuasive communication.

OBJECTIVE:

Given a hypothetical product, groups of students will design a package of advertisements to sell the product.

MATERIALS:

Handout: Advertising Techniques
Advertisements collected from magazines or newspapers

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Tell students you are the president of an advertising agency. Your agency has been approached by a company called Transvision, which has developed a marketable photo phone. The photo phone allows callers to see each other during phone calls. It is the size of a normal phone with a flat screen that hangs on a wall like any other picture. The price is $500 per unit. Getting this contract will assure your agency $1 million per year. Outline this information on the board.

2. Tell the students, "As copywriters, you have one period to develop at least three written packages to be submitted to Transvision executives. You will be able to work with two other copywriters on this project."

3. Distribute the handout and discuss different advertising techniques. For instance, Avis uses the slogan "We may not be number one, but we try harder," which is an example of the Underdog technique. To develop or reinforce other techniques use collected advertisements and student suggestions.

4. Divide students into prearranged groups of three and give them one period to develop their advertising copy.

5. At the end of the period, collect the advertising packages and inform students that Transvision executives will get back to them soon.

EVALUATION:

Teacher will observe content of work and advise copywriters of needed alterations or acceptance of their projects. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

The materials developed in this lesson will be used in the lesson for Visual Methods of Communication called "Adding Graphics to Your Copy," p.75.

ADVERTISING TECHNIQUES

Glittering Generalities:

Products are described using superlatives such as "best" and "most," which are too general and don't really tell you anything about the product.

Transfer:

Values are transferred to you by connecting you to the thoughts and actions of others as well as images and ideas.

Testimonial:

Products are endorsed or promoted by personalities whom you are supposed to respect, well-known or otherwise.

Plain Folks:

The product is used by down-home people, which makes you feel more comfortable with the product.

Cardstacking:

By presenting only one side of the story, or by distorting facts, a product is made to look better than it really is.

Bandwagon:

The product is promoted by letting you know that "everybody" uses it happily, and you should be part of that happy crowd.

Underdog:

A technique used to evoke a sympathetic response from the audience, as when you root for the team that is behind.

Scientific:

Using facts and evidence, words such as "new" and "progress," the audience is persuaded to believe in the product.

Humor:

The use of catchy phrases and slogans will often endear customers to a product.

Rewards:

Many products will offer the customer something for nothing if their product is purchased. Examples are the use of stamps, coupons, rebates or free trips.

Snob/Sex Appeal:

Companies will often try to appeal to customers' desire to be wealthy or attractive, or associate with those who are.

LETTERS TO THE EDITOR

GOAL:

To appreciate the power of writing as a method of communication.

OBJECTIVE:

Given examples of letters to the editor from a local newspaper, students will write a persuasive letter focusing on an issue of personal or social importance.

MATERIALS:

Letters to the Editor from local newspaper(s)

TIME REQUIRED:

One 60-minute period for introduction and draft
One 60-minute period for final draft and sharing of letters

PROCEDURE:

1. Distribute letters and have different students volunteer to read them aloud. Following the reading of each letter, discuss the content and style. Have students identify the specific topic, tone and persuasive features of the letter.

2. Choose a theme of social importance. Write the topic on the board and tell the students they will compose a group letter to the editor. Have students suggest sentences for the letter, allowing for class consensus.

3. With the class, generate a number of personal and/or social themes that would be appropriate for letters to the editor. Either have the class choose one theme or let individuals choose their own.

4. Tell students they will have the remainder of the period to complete a rough draft of a letter to the editor. Have them consider the qualities that were identified as effective for writing letters to the editor.

5. Next class, give students 30 minutes to write a final draft of their letter. When they are through, have volunteers read their letters aloud.

6. Collect the letters and mail them to the editor of a local paper.

EVALUATION:

Teacher will collect rough drafts and indicate necessary revisions.

FOLLOW-UP/EXTENSION:

Have the students write a letter to a politician on an issue of personal or social importance.

COMMUNICATION THROUGH POETRY

GOAL:

To appreciate the power of writing to communicate ideas and feelings.

OBJECTIVE:

Given exposure to haiku poetry and instruction in its format, students will write three haiku of their own.

MATERIALS:

Handouts: Haiku Examples and Description
Sample of Free Verse Poetry
Sample of Rhyming Poetry

TIME REQUIRED:

One 60-minute period

PROCEDURES:

1. Ask students to think about a strong feeling or experience they have had. Call on volunteers to share their ideas. Ask them to think of ways to express those ideas. After listening to students' responses, suggest that poetry is one way that people choose to express themselves.

2. Tell students there are many different types of poetry with varying degrees of structure. Read the examples of poems using rhyme, free verse and haiku. Have students compare the poems' rhyme scheme, line length and meter.

3. Write one of the haiku examples on the board. Tell students this lesson will focus on haiku, an ancient Japanese form of poetry.

Share the information supplied in Haiku Examples and Description and read other haiku. Make sure to emphasize the syllabic structure and the tradition of referring or alluding to the seasons.

4. Ask students to write at least three haiku, giving them the option of staying with the traditional form or using an adapted form (eliminating the 5,7,5 line stucture or eliminating the reference to seasons).
5. Give students 20 minutes to complete their haiku. Ask volunteers to share finished poems.

EVALUATION:

Teacher will observe students' participation and collect haiku, responding in writing to the form and content.

FOLLOW-UP/EXTENSION:

1. Design a literary magazine/newsletter including samples of all students' poetry. Distribute the magazine within the school and throughout the community.
2. Research publications that print student work and submit copies of poems.

HAIKU EXAMPLES AND DESCRIPTION

Haiku is a form of poetry that has its roots in Japanese literature. Haiku can be written with its formal guidelines, that is with 17 syllables. The 17 syllables are distributed through three sentences: five in the first sentence, seven in the second, and five in the third.

Haiku also traditionally refers to the seasons, the earth, or cycles. While these traditions are often followed, they can also be ignored for a more flexible style. But one should attempt to stay roughly within the short, three-line format. With such a restriction on the number of syllables and sentences, the poet will dig deeply to find the exact words to express a thought or feeling.

The swift growth of spring.
Colt mothered in the meadow
now you are alone.

Green leaf dying...
What do they say, these inked letters
on yellow parchment.

The brook leaps the steep
Mountain from every hollow
a swirl of new joy.

Through dripping branches
The woods and I are one
in the eyes of rain.

This empty mountain
The thinning trail you travel
is ravelled in mist.

Ann Atwood, "Haikus," from *Haiku: The Mood of Earth.* Copyright © 1971, Ann Atwood. Reprinted with permission of Charles Scribners' Sons, an imprint of Macmillan Publishing Co.

MOTHER TO SON

Well , son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor--
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now--
for I'se still goin' honey,
I'se still climbin',
And life for me ain't been no crystal stair.

Langston Hughes (1902-1967)

Copyright © 1926 by Alfred A. Knopf, Inc., and renewed in 1954 by Langston Hughes. From *Selected Poems* by Langston Hughes. Reprinted by permission of the publisher.

THE CROCODILE'S TOOTHACHE

The Crocodile
Went to the dentist
And sat down in the chair,
And the dentist said, "Now tell me, sir."
Why does it hurt and where?"
And the Crocodile said, "I'll tell you the truth,
I have a terrible ache in my tooth,"
And he opened his jaws so wide, so wide,
That the dentist, he climbed right inside,
And the dentist laughed, "Oh isn't this fun?"
As he pulled the teeth out, one by one.
And the Crocodile cried, "You're hurting me so!
Please put down your pliers and let me go."
But the dentist just laughed with a Ho Ho Ho,
And he said, "I still have twelve to go--
Oops, that's the wrong one, I confess,
But what's one crocodile's tooth, more or less?"
Then suddenly, the jaws went SNAP,
And the dentist was gone, right off the map,
And where he went one could only guess...
To North or South or East or West...
He left no forwarding address.
But what's one dentist, more or less?

Shel Silverstein

"The Crocodile's Toothache," from *Where The Sidewalk Ends*, by Shel Silverstein. Copyright © 1974 by Evil Eye Music, Inc. Reprinted by permission of Harper and Row Publishers, Inc.

Visual Methods

SHOW IT LIKE IT IS

GOAL:

To understand how visual arts are used as a method of communication.

OBJECTIVE:

Given a choice of photographs, students will write at least one paragraph explaining what and how a photograph communicates.

MATERIALS:

Six photographs
Written description of one photograph (generated by teacher)

PROCEDURE:

1. Pin a photograph to the board and read the description of what and how the photograph is communicating. Discuss the use of photography as a visual art form to communicate with others.
2. Pin up the other five photographs and tell students they can choose any picture they like and write a similiar description, including both what and how the photograph communicates to its audience. They should write at least one paragraph.
3. When all students have finished, have them find a partner and share their descriptions.
4. Bring the whole class back together and have volunteers read their descriptions to the class. Collect essays.

EVALUATION:

Teacher will check essays for understanding of objective.

FOLLOW-UP/EXTENSION:

Give students the opportunity to communicate through photography by letting them choose a scene they would like to shoot. Have their pictures developed, then let the students mount them and put on an exhibition.

ADDING GRAPHICS TO YOUR COPY

GOAL:

To understand the use of graphic design as a visual method of communication.

OBJECTIVE:

Given an introduction to basic graphics techniques, students will add graphics to their earlier advertising copy packages for photo phones.

MATERIALS:

Advertising packages from "Advertising: The Skill of Writing Copy"
Markers and pens
Illustration board
Tissue paper
Removable letters (optional)

TIME REQUIRED:

One 60-minute period (additional period may be needed)

PROCEDURE:

1. Invite a graphic artist to visit your classroom to share skills, techniques and the life of a graphic artist. Tell the artist ahead of time about your project with photo phones and the nature of your unit on communication.

2. After the graphic artist's presentation is completed, have students reassemble into their advertising teams. Distribute their written copy and materials for this lesson.

3. Give the teams the remainder of the period (you may need another period to finish) to work on their projects. Hopefully, the artist can assist teams, offering hints and suggestions.

4. When all projects are completed, have the teams or team representatives present their projects to the executives of Transvision, the class as a whole.

EVALUATION:

Teacher will collect projects and display them in the classroom or a central area of the school. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

Take the students on a field trip to a large design studio or the graphics department of a local newspaper.

VISUALIZE YOUR COMMUNITY

GOAL:

To recognize the value of visual arts as a method of communication.

OBJECTIVE:

Given examples of posters expressing a variety of themes, students will design their own posters focusing on a predetermined theme.

MATERIALS:

Selected posters and flyers
Standardized poster board or paper
Drawing/painting supplies

TIME REQUIRED:

One or two 60-minute periods

PROCEDURE:

1. Share examples of posters and/or flyers with students. Have students give their opinions as to what is being communicated. Tell them that posters are one effective method of using visual arts to communicate, and that posters can include both visual and written features.

2. Inform students that they will be designing their own posters to communicate a specific theme. Choose the theme from a current area of study, have students participate in choosing one or use a general schoolwide theme.

3. After determining the theme, discuss criteria for the posters. Your criteria should include a standardized format depending upon supplies available. It should also limit

the use of written words, as this lesson focuses primarily on visual art.

4. Distribute the materials and indicate a due date for the posters.

EVALUATION:

Teachers will display posters around the room and have a class-judged contest.

FOLLOW-UP/EXTENSION:

Make arrangements to have posters displayed at a larger community setting (e.g., county office of education, government buildings, library, etc.).

Nonverbal Methods

BEYOND WORDS

GOAL:

To recognize the importance of nonverbal cues or skills for effective communication.

OBJECTIVE:

Given examples from TV shows, magazines and/or slides, students will identify, in writing, various nonverbal aspects of communication.

MATERIALS:

Prearranged slide show (supplied by teacher)
Slide projector
Television set with remote control
Magazine clippings

TEACHER PREPARATION:

Prepare a slide show of nonverbal communication situations.
Background reading on nonverbal communication:
Vargas, Marjorie Fink. *Louder than Words: An Introduction to Nonverbal Communication.* Iowa State University Press, Ames, Iowa:1986.

TIME REQUIRED:

One 60-minute period

PROCEDURES:

1. With volume muted, have students view a variety of television programs, advertisements or news shows. (If a television is not available, use magazine clippings instead.) Ask them to share how they understand what is going on even though they can't hear the sound. Record their ideas on the board.

2. If they don't come up with the specific vocabulary, introduce them to the following aspects of nonverbal communication: gesturing, facial expressions, eye contact, proxemics and appearance.

3. Present a slide show portraying a number of nonverbal situations and ask students to label them according to previously listed aspects.

4. Pass out a sheet of paper to each student and have them number from one to five. Tell them you are going to give them a visual quiz of five slides. When they see a slide they are to write down the nonverbal aspect(s) being used in each situation.

5. Correct quizzes with the class, allowing students to present logical arguments to justify any of their answers.

EVALUATION:

Teacher will collect the corrected quizzes to check student understanding of objective.

FOLLOW-UP/EXTENSION:

Have students view The Miracle Worker and list the nonverbal aspects of communication utilized.

PANTOMIME

GOAL:

To recognize and use nonverbal language as a method of communication.

OBJECTIVE:

Given exposure to films illustrating pantomime, students will pantomime student-created situations.

MATERIALS:

Two Marcel Marceau films (county or district offices, libraries)
100 3x5 index cards

TEACHER PREPARATION:

Preview films.

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Have students view two Marcel Marceau films. Ask them to share their ideas about what he was trying to communicate. Discuss silent movies as another use of the nonverbal method of communication.

2. Tell students they will each have a chance to convey a message to the class through pantomime. Model the following situations for them: (a) buying and eating a dripping ice cream cone, and (b) hearing bad news on the telephone.

3. After the students guess each situation, ask them to write three situations or emotions of their own on separate 3x5 index cards. When all have finished, collect the cards and shuffle.

4. Ask for volunteers to select a situation card and act it out through pantomime. The following rules should be established: (a) no verbal clues, and (b) no yelling out from the audience.

5. Following each performance, have students guess the situation presented. Give each student an opportunity to perform.

EVALUATION:

Teacher will observe students' ability to communicate nonverbally through pantomime.

FOLLOW-UP/EXTENSION:

Invite mimes from your community to perform for the class or school.

INTONATION

GOAL:

To recognize intonation as a critical aspect of nonverbal communication.

OBJECTIVE:

Given examples of sentences spoken with different stress and pitch, students will identify changes in meaning or mood and will create sentences using different intonations.

MATERIALS:

Handout: Sample Sentences to Show Intonation

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Write one of the example sentences on the board. Have students volunteer to read the sentence with a specific mood in mind. Ask the class to identify the mood expressed. Have another volunteer create a different mood using the same sentence, and have the rest of the class identify that mood. Ask students to consider how the mood was communicated.
2. They should determine that stress (emphasizing a word) and pitch (the rising and falling of tone) are essential to mood or meaning. (You will probably have to supply these labels.)
3. Repeat the above process using other sample sentences.

4. When you are satisfied that students understand the effect of intonation on meaning or mood, divide class into groups of four. Give each group one sample sentence and ask them to come up with four different moods or meanings, two based on stress and two based on pitch.

5. Give the groups 15 minutes to complete their sentences. Have each group member present one meaning or mood of their sentence. Have the class guess the mood or meanings of the sentences.

EVALUATION:

Teacher will observe students' presentations and check for understanding of objective. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

Have students create and improvise role play situations that exemplify the importance of intonation on meaning.

SAMPLE SENTENCES TO SHOW INTONATION

1. I want some ice cream for dessert.
2. Some people don't like roses in their garden.
3. Do you understand what I'm saying?
4. Jennifer won first place in the poster contest.
5. You take the red ball, and I'll take this one.
6. Are we having french toast for dinner tonight?
7. I have to tell you something that's really important.
8. Have you seen Pat's report card?
9. Are you going to her party on Saturday?
10. I found a huge spider in the bathroom this morning.

☛communication skills

INTRODUCTION TO SKILLS

GOAL:

To understand that communication, in all of its many forms, requires a range of skills.

OBJECTIVE:

Given a list of communication skills and their subtopics, students will outline according to main skills.

MATERIALS:

Skills Classification Worksheet
Skills Classification Answer Sheet
Communication Skills Role Play

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Prior to the lesson, select one volunteer to rehearse the role play situation with you. Open the lesson by performing the role play with the volunteer.

2. Following the role play, have students identify as many communication skills as they can. Discuss the three main categories of communication skills: presentation (verbal and nonverbal), written and critical thinking. Cite examples of each from the role play.

3. Choose students to role play additional situations that exemplify the main communication skills.

4. Divide students into groups of 2-3 and distribute Skills Classification Worksheet. Discuss the example at the top of the page, then have groups outline the skills according to the main topics and subtopics.

5. When all groups have finished, call on members to share and justify their results.

EVALUATION:

Teacher will observe group responses and check for understanding of objectives.

SKILLS CLASSIFICATION WORKSHEET

Complete the following outline using the appropriate communication terms listed at the side of the page.

I. COMMUNICATION SKILLS

A. Presentation Skills
1. Verbal Skills
a.______________
b.______________
c.______________
2. Nonverbal Skills
a.______________
b.______________
c.______________
d.______________
e.______________
B.________________
1. Motor Skills
2.________________
3.________________
4.________________
5.________________
C. Critical Thinking Skills
1.________________
2.________________
3.________________
4. Decision Making
5.________________

Appearance
Facial Expressions
Eye Contact
Responding
Gesturing
Mechanics
Vocabulary
Literacy
Writing Skills
Speaking
Articulation
Listening
Proxemics
Hypothesizing
Analyzing
Observing
Structure

SKILLS CLASSIFICATION ANSWER SHEET

I. COMMUNICATION SKILLS

- A. Presentation Skills
  - 1. Verbal Skills
    - a. Speaking
    - b. Articulation
    - c. Vocabulary
  - 2. Nonverbal Skills
    - a. Facial expressions
    - b. Eye contact
    - c. Gesturing
    - d. Appearance
    - e. Proxemics
- B. Written Skills
  - 1. Motor Skills
  - 2. Mechanics
  - 3. Vocabulary
  - 4. Structure
  - 5. Literacy
- C. Critical Thinking Skills
  - 1. Observing
  - 2. Hypothesizing
  - 3. Responding/listening
  - 4. Decision making
  - 5. Analyzing

COMMUNICATION SKILLS ROLE PLAY

(Terry and Randy are two 16-year-old friends discussing their plans for college.)

TERRY: Did you hear about Liz? She got accepted to Yale on a full academic scholarship.

RANDY: You're kidding! That's great! I'll probably end up at the Junior College.

TERRY: No way! We're gonna go anywhere we want.

RANDY: Oh yeah? How many applications have we sent out?

TERRY: I know, I know. But now that football season's over we can get serious about it.

RANDY: Okay, let's do it.

TERRY: Alright, let's narrow it down to five schools and send off applications to each. So, we know Stanford's at the top of our list.

RANDY: Yeah, fat chance. So are we really going to send an application there, or shall we be realistic about this?

TERRY: No, the competition's too tough. Let's figure out what's most important to us about a school. I'd like to be by the beach.

RANDY: Yeah, the beach would be good. But, I want to be as far away from home as possible. And, if we don't get scholarships, we need to consider the admission fees.

TERRY: But, if we go too far away, I mean out-of-state, then we're gonna get hit harder with the costs. So, we should try to stay in state, but be at least a day's drive away so your mother won't come bring cookies every weekend.

RANDY: Well, why don't we go talk to Ms. Smith, she knows everything about colleges.

(After talking to Ms. Smith, Randy and Terry get together again.)

TERRY: I've finished three of these things, only one to go.

RANDY: Yeah, but after we finish filling out the little boxes, we have to write the essays. I hate that part.

TERRY: How much weight do they put on those things, anyway?

RANDY: Well, with our good grades and test scores, it won't be that important, but the interviews will be.

TERRY: That's the part *I* hate. Let's stop with this paper work for a while and practice with interviews.

RANDY: Alright, I'll interview you. Ready.

TERRY: Okay. No, wait a minute. What should I be wearing?

RANDY: Don't wear your tennies and Levi's. You're trying to impress somebody here.

TERRY: Okay, go.

RANDY: Hi, Terry. It's a pleasure to meet you. Won't you have a seat.

TERRY: Sure, thanks.

RANDY: We're glad you've shown an interest in our school. This interview will give us an opportunity to get to know each other better. What made you select our school?

TERRY: Well, I'm interested in Economics, and your program is ranked as one of the top ten in the country. I also have a good friend who goes here, and he told me what a great school it is.

RANDY: Well, Terry, your test scores look impressive, even though your grade point average is a little lower than our average acceptance level. And, I really liked your essays. You seem to have put a lot of thought into them.

TERRY: Thanks. As far as the grades, I could have done better in high school, but most of the classes were just not interesting to me. I've looked at your catalogue and have already selected the courses I'd take for the first two years.

RANDY: Well, I think you have a pretty good chance. I won't know for sure until all the applications are processed. Someone will be in touch with you within two weeks. Thanks for driving down, Terry. See you again soon.

TERRY: Thank you very much. I look forward to talking to you in the near future.

RANDY: So, what do you think?

TERRY: Oh, it was okay. But I think I was a little hesitant in my answers.

RANDY: Maybe a little, but not too bad. Overall you did great, but I noticed a couple of things. You were slouching in your chair a little. Sit up a little bit. Also, your eyes were wandering. Look into your interviewer's eyes as much as you can. You'll seem more confident.

TERRY: Yeah, that makes sense. With a little more practice we'll get into any school we want.

3. Divide class into groups of three, and distribute one Presentation Skills Worksheet to each group. Have the groups work together to create a written definition for each skill, and suggest an example of how that skill could be used in a successful presentation.

4. When all groups have finished, call on volunteers to share their group's ideas with the class.

EVALUATION:

Teacher will collect students' worksheets to check for overall understanding and quality of work. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

Have students watch talk shows or news programs, closely observing the speakers to see how effectively they present themselves. Give them a checklist of presentation skills to rate each person they observe.

PRESENTATION SKILLS WORKSHEET

VERBAL SKILLS

Articulation

Definition:

Example:

Listening/Responding

Definition:

Example:

NONVERBAL SKILLS

Gesturing

Definition:

Example:

Proxemics

Definition:

Example:

Eye Contact

Definition:

Example:

Facial Expressions

Definition:

Example:

Appearance

Defintion:

Example:

PRESENTATION SKILLS-EXAMPLES AND DEFINITIONS

Verbal Skills

Articulation

Definition: The ability to express thought clearly and effectively through speech.

Example: Model articulate and inarticulate speech by reading a passage from a classroom book. Speak clearly and project your voice when modeling the articulate situation. Mumble and keep your head down when modeling the inarticulate situation.

Listening/Responding

Definition: To show understanding of others through hearing and reacting appropriately.

Example: Choose a student to improvise two situations with you. In the first situation, respond to the student with something that is completely off the subject. In the next, listen carefully and make the appropriate responses.

Nonverbal Skills

Gesturing

Definition: Use of body to express meaning without words or body movement used along with words.

Example: Put your hands on your hips and cock your head to the side, indicating a feeling of disgust. Demonstrate other examples if necessary.

Proxemics

Definition: The distance maintained between people in social interaction as established by their culture.

Example: Cite the custom in most European countries of greeting each other by kissing both cheeks. Contrast it with the American custom of shaking hands.

Eye Contact

Definition: A visual means of gaining the attention of others during social interaction.

Example: Improvise two interviews using student assistance. In the first, respond to the student's questions with your head down, avoiding eye contact. In the second, maintain constant eye contact with the student.

Facial Expressions

Definition: The use of mouth, eyes and facial muscles to express a variety of feelings or moods.

Example: Use your facial muscles to express a variety of feelings and moods, and ask students to identify them.

Appearance

Definition: The effect of dress and grooming styles on others.

Example: Ask students to distinguish the choice of appearance between a wedding and a beach party. Discuss other situations that would require different appearances.

DRAMATIC PRESENTATIONS

GOAL:

To extend knowledge of presentation skills through participation in dramatic performances.

OBJECTIVE:

Given background information in presentation skills and copies of dramatic scenes, students will apply those skills in developing a character for a dramatic performance.

MATERIALS:

Copies of dramatic scenes
(Suggested resource: *Plays: The Drama Magazine for Young People,* or others as chosen by teacher)

TIME REQUIRED:

One 60-minute period for preparation (if scripts are used)
Two or three 60-minute periods for preparation (if memorized)
One 60-minute period for performances

PROCEDURE:

1. Review the skills necessary for effective presentations. Tell students they will have an opportunity to practice their presentation skills by performing in a dramatic scene.

2. Share the titles, authors, content and a few sample readings of the scripts you have selected. Make sure you have enough scripts, including group and solo scenes, so students won't have to duplicate scenes.

3. Give students the option of forming groups or working individually on a solo performance. When all students have either joined a group or decided to perform alone, determine a random method for groups to choose the scripts of their choice.

4. If you choose to allow students to use their scripts while performing, give them the remainder of the period to prepare their characters using effective presentation skills. If you choose to have students memorize their scripts, give them at least one more complete period to rehearse.

5. After completing the rehearsals, have groups come forward to present their dramatic scenes. Remind the audience to look for examples of effective use of presentation skills.

EVALUATION:

Teacher will observe students' performances and check for understanding of objectives. Groups will rate themselves on participation. Encourage audience to give feedback to students.

FOLLOW-UP/EXTENSION:

1. Invite parents and/or other classes to attend the final performances.

2. Videotape the performances so students can watch themselves and make self-evaluations of their work.

INDIVIDUAL SPEECHES

GOAL:

To give students an opportunity to practice presentation skills.

OBJECTIVE:

Given an example of a model speech and a topic of their choice, students will prepare and deliver a speech no longer than three minutes.

MATERIALS:

Sample list of topics (generated by class)

TIME REQUIRED:

One 60-minute period for model speech and topic selection
One or two 60-minute periods for presentation of speeches

PROCEDURE:

1. Arrange to have a guest speaker visit your class to initiate this lesson. College professors, politicians or members of Toastmasters would all be knowledgeable and proficient at giving speeches. Have them prepare to give a three-minute speech on a topic of their choice.

2. Before the presentation, have students create questions to ask the speaker. These questions should focus on the preparation and skills necessary to speak successfully in public. Have students ask questions following the presentation. (Be sure to brief the speaker in advance regarding the skills your class has been studying.)

3. When the class has finished questioning the speaker, have them brainstorm possible topics for three minute speeches, and record on the board. When the list has been exhausted, transfer it to paper and make a copy for each student.

4. Tell students they may choose any topic from the list or any other topic they like. Tell them their speeches may not exceed three minutes, and remind them to consider all presentation skills when preparing their speeches.

5. Have volunteers present their speeches. Be sure to use a stop watch so students know their three-minute limits are for real.

EVALUATION:

Teacher will observe students' speeches and give feedback on their presentation skills.

FOLLOW-UP/EXTENSION:

Have students view videotaped speeches made on television by politicians and other well-known figures to analyze their presentation styles.

WRITTEN DIRECTIONS CAN BE MESSY

GOAL:

To use effective and clear written language for giving directions.

OBJECTIVE:

Given the materials for making a peanut butter and jelly sandwich, students will write a precise set of directions that will enable a sandwichmaker to produce an edible sandwich.

MATERIALS:

Examples of clear and unclear directions (prepared by teacher)
Jar of peanut butter
Jar of jam
Loaf of bread
Knives
Paper towels
Paper bag

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Ask for two volunteers. Have one student read a set of unclear directions to the other student (see p.108 for example). Discuss the problems with the language used.

2. Ask for two more volunteers, and have one read the clear directions to the other (see p.108 for example). The directions will lead to the bag holding the makings for peanut butter and jelly (PBJ) sandwiches.

3. Have the student who found the bag open it and share the contents: peanut butter, jam, bread, knives and paper towels.

4. Tell students you would like them to write a set of directions for making a PBJ sandwich with the materials found in the bag.

5. When students have finished, collect their directions and choose examples of both clear and ambiguous directions. Select volunteers to perform while you read the directions. Compare the results, which should give you some very messy and inedible sandwiches. Discuss the need for precise and clear written directions.

6. Have students work in groups of 2-3 and rewrite a set of directions that will produce a sandwich worth eating.

7. Have one member from each group share their results with the class. If time permits, repeat the sandwich-making process with the edited directions.

EVALUATION:

Teacher will collect the rewritten directions and check for understanding of objective. Groups will rate themselves on participation.

FOLLOW-UP/EXTENSION:

Tell students you have a visitor coming from out of town. Ask them to write a set of directions to their school from the nearest airport. Directions should be specific and detailed.

CLEAR AND UNCLEAR DIRECTIONS

Clear Directions:

These directions should be designed around your individual classroom so a student can hear them and easily reach a desired goal.

Example:

Stand with your back against the front door of the classroom. Walk ten feet forward in a straight line and stop. Make a 90 degree turn to your right. Walk forward until your path is obstructed. Make a 90 degree turn to the right and walk forward 5 feet. You will find a desk in front of you. Remove the bag from inside the desk. Open the bag and identify the materials inside.

Unclear Directions:

Make these directions as ambiguous as possible, so a student has little or no chance of reaching the desired goal.

Example:

Go to the desk. From the desk, turn around and walk forward. Stop. Turn sideways and continue walking. When you reach a desk, tell us what you have found.

WRITING YOUR OPINION

GOAL:

To understand the value of writing as a communication skill that enables exchange and understanding of ideas.

OBJECTIVE:

Given a worksheet on clear and unclear writing and an issue chosen by the class, students will compose a letter for an appropriate audience that conveys their opinions through effective writing skills.

MATERIALS:

Worksheet: Clear and Unclear Writing Samples
Paper and envelopes
Stamps

TIME REQUIRED:

Two 60-minute periods

PROCEDURE:

1. Distribute worksheets on samples of clear and unclear writing. The samples include problems with mechanics, vocabulary, motor skills, literacy and structure. Give students 10 minutes to complete the worksheet as best they can.

2. When students have completed the worksheet, discuss each unclear example and have them share why they didn't understand what was being communicated.

3. Discuss the clear example, highlighting the effective writing skills necessary when composing a letter that expresses an opinion.

4. Have students suggest current social issues of importance on which they have a strong opinion and record on the board (e.g., Star Wars, pollution, animal research). Have students choose one issue on which to focus.

5. After determining the issue, tell students to write a letter expressing their opinion on this issue and ask them to select an appropriate audience. Have students suggest possible recipients of their letters and list on the board.

6. Direct students to write their letters and include a request for a response from the recipient. Tell them their letters will be due the following day and that they will be reading the letters to other students.

7. On the following day, place students in groups of three. Ask students to help each other revise and edit their letters. Review the importance of proper mechanics, vocabulary, motor skills and structure.

8. Have students rewrite their letters after revising and editing. Ask for a few volunteers to read their letters. Give students envelopes and stamps and have them address and mail the letters.

EVALUATION:

Teacher will correct worksheets with the class to check for understanding of effective writing. Teacher will monitor the progress of revision groups, making suggestions when necessary, as well as checking finished products for overall quality.

FOLLOW-UP/EXTENSION:

Choose a topic in advance and bring additional materials to students to help them strengthen their opinions.

CLEAR AND UNCLEAR WRITING SAMPLES

Read the following writing samples and answer the questions following each sample.

1. *On the way home she stopped for a while she played hopscotch on the ground she found a blue marble attached to a tree was a broken kite.*

   Do you understand the above sentence? Why or why not?

2. *Salamander boys on the beach okay now. When lights fly home yesterday. All was well Bob and Mary. Today went yellow paprika.*

   Do you understand the above sentences? Why or why not?

3. *Proposition 13 was passed by California's voters on June 6, 1978. It had a far-reaching impact on state and local government finance. It limited property taxes to one percent of property's full cash value as of March 1978, excluding indebtedness previously approved by voters, with annual increases in assessed value limited to two percent per year.*

   Do you understand the above sentences? Why or why not?

4. *La semana que viene sus hijos van a empezar a estudiar sobre el sistema de la repiración. Este programa es muy interesante para los niños.*

Do you understand the above sentences? Why or why not?

5.

Writing is a communication skill that enables exchange and understanding of ideas.

Do you understand the above sentence? Why or why not?

6. *Dear Senator Smith,*

I am writing to you to ask for more money for spending on education. California spends less money per student than almost every other state in the country.

My desk is falling apart and the school doesn't have enough money to supply us with pencils and paper. Please vote for new laws to give us more money.

Thank you,

Ralph Smedley

Do you understand the above sentences? Why or why not?

WRITING FOR THE REAL WORLD

GOAL:

To utilize writing skills for a real-life application.

OBJECTIVE:

Given examples of job descriptions and effective resumes, students will write resumes for a job description of their choice.

MATERIALS:

Sample job descriptions, resumes and cover letters (supplied by teacher)
Collected job descriptions (government agencies, school districts, corporations)

TEACHER PREPARATION:

Prepare copies of sample job descriptions, resumes and cover letters. Collect copies of actual job descriptions for use in step 3.

Background reading on resume preparation:

Dickhut, Harold, *The Professional Resume and Job Search Guide* Englewood Cliffs, NJ: Prentice Hall, Inc., 1981.

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Read a sample job description to the students. Ask them what steps they would take if they were interested in this job. If students' responses don't include completing an application,

writing a cover letter and resume, mention them. Briefly discuss and describe cover letters and applications.

2. Tell students this lesson will focus on writing resumes. Distribute copies of a resume. Have volunteers read different sections of the resume. When all sections have been read, have students identify the sections and record on the board. Discuss the purpose of each section, the format and content.
3. Make copies of real job descriptions available to the students. Let students choose one that interests them.
4. After becoming familiar with their job descriptions, have students create a model resume for that job. As students finish their drafts, check for revisions and have them rewrite a final copy.
5. Have volunteers share their resumes with the class, and have students guess the job descriptions used.

EVALUATION:

Teacher will collect resumes and check for understanding of objective.

FOLLOW-UP/EXTENSION:

Create job descriptions for various jobs within your own classroom. Have students complete applications and resumes for jobs of their choice.

THINKING CRITICALLY

GOAL:

To familiarize students with the critical thinking skills necessary for effective communication.

OBJECTIVE:

Given examples of situations where critical thinking skills are modeled and described, students will complete a worksheet by labeling situations according to critical thinking skills used.

MATERIALS:

Models of Critical Thinking Skills
Student Worksheet

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Choose two volunteers to role play the following situation with you: The three of you are walking through the park when you notice a suitcase. Looking around, you see that the park is empty. You decide to open the suitcase, and find it is full of one hundred dollar bills. Have an improvisational discussion with the two students following the discovery of the money.

2. Guide the role play through these five essential steps: (1) Defining the issue, (2) suggesting solutions, (3) stating consequences, (4) making a choice, and (5) action.

3. Upon completion of the role play, have students make general statements about the processes they observed. Tell them that whenever decisions need to be made, problems solved or conflicts resolved, a similar process can be used. Tell them whenever we communicate in these ways, we are using a variety of critical thinking skills.

4. Read the first paragraph from the Models of Critical Thinking Skills sheet. Ask students to consider the skill being used in this situation. List the skill on the board as indicated on the sheet.

5. Complete this process for all the paragraphs, until all the skills have been listed on the board and discussed.

6. Distribute worksheets to students. Have them read each paragraph and list the skill used.

7. When all students have finished, call on volunteers to read paragraphs aloud and share the skills they have listed.

EVALUATION:

Teacher will collect the worksheets to check for understanding of objectives.

FOLLOW-UP/EXTENSION:

See "Problem Solving Through Critical Thinking" (p.124).

MODELS OF CRITICAL THINKING SKILLS

The following paragraphs model five essential steps in the process of critical thinking. Read the paragraphs one by one to students and have them identify the skill being used. List these skills on the board.

Defining the Issue:

Jenny and Jason were standing in line for the movies one Saturday afternoon. Jenny reached into her pocket and discovered her wallet missing. Clearly upset, she turned to Jason and exclaimed, "I can't find my wallet — what are we going to do? We can't get into the movies without any money!"

Suggesting Solutions:

Jason frantically thought to himself, "When did I see that wallet last? Where did we go since that time?" Remembering the candy they'd recently bought, Jason remarked, "Why don't we retrace our steps to the candy store where you last had your wallet out?"

"Good idea!" said Jenny. "And if we don't find it, let's hope someone turned it in at the store or the police station. We'll have to check there also."

"Someone might have returned it to your home if your address was in it," added Jason.

"There are lots of possibilities!" thought Jenny to herself.

Stating Consequences:

"If we go to look now, we'll probably miss the movie!," said Jason. "I've got enough for the both of us — let's look for it later."

"But if we don't look for it now, someone else may find and keep it instead of returning it to me."

"It's probably been found already, so let's hope it's someone honest and enjoy the movie."

"Well, there's really nothing else in the wallet except the money for the movie."

Making A Choice:

"Alright," said Jenny. "Let's go to the movies. If we can't find it, I'm only out a wallet and ten dollars."

Action:

Jenny and Jason went to the movies and had a great time. After the movie, they retraced their steps to the candy store. The owner saw them coming and reached under the counter, pulling out Jenny's wallet.

CRITICAL THINKING SKILLS
STUDENT WORKSHEET

Read the paragraphs below and label with one of the following critical thinking skills:

A. Defining the issue
B. Suggesting the alternative
C. Stating consequences
D. Making a choice
E. Action

1.____

One group was led by Lisa. She suggested that the group list as many ideas as they could without making judgements. After all ideas had been listed, they ended up with 15 ways to earn money.

2.____

The following week at lunch recess, half the class brought baked goods to sell to the rest of the school. They made $35.75. Each group was assigned five stores to call and ask for donations for the raffle.

3.____

The sixth-grade class at Palmer School was preparing for their annual week-long trip to Outdoor Camp. The teacher told the students that this year's fee would be $100.00 per student. The school had a history of having the students raise their own tuition for the camp. This year there were 32 students in the class, so they had to earn $3,200. The teacher divided them into small groups to suggest ideas for fundraising. She asked each group to select four fundraising activities to present to the whole class.

4.____

After listening to all the arguments for and against the ideas, Lisa's group voted and came up with their top four choices. They selected a raffle, one car wash, a silent auction and a school magazine.

When all groups had finished, the teacher wrote down the four choices from each group. She told the class that they would select two choices from those on the board, and that each student had two votes. The ballots were cast and the two top choices were a raffle and a bake sale.

5.____

Before the group voted on four activities, Lisa asked the members to share their opinions about any of the choices listed. Joey thought that car washes would bring in a lot of money and also be a lot of fun. Sue agreed that they would probably bring in a lot of money, but she remembered working on one for her older brother, and it was also a lot of work.

Julie suggested a bake sale because she liked to cook. John said his mom got mad when he used all her cooking supplies, and he messed up the kitchen.

Samantha wanted to have prizes donated by local merchants for a raffle. Everybody liked that idea, because it wouldn't cost anything and would bring in a lot of money.

LISTEN CAREFULLY

GOAL:

To appreciate good listening as a prerequisite of effective critical thinking.

OBJECTIVE:

Given a model of effective listening, pairs of students will paraphrase a partner's description of an ideal vacation.

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. Tell the students they will be working on developing good listening skills in this lesson. Begin by using the Telephone Game to experiment with listening.

2. Whisper the following phrase in one student's ear and have it travel around the room: "Alligator soup went home," or any other phrase you choose.

3. Write the original phrase and the final phrase on the board for comparison. Discuss what factors effected the change from the original phrase including effective listening, clear speaking, loudness, and sensibility of the original sentence.

4. Repeat the process with the following phrase: When Johnny got home from school he ate a peach.

5. Match students in pairs and have them think about an ideal vacation. Have students take turns telling each other their

ideas, reminding them to practice good listening, as they will be sharing their partner's ideas with the rest of the class.

6. When all pairs have finished sharing, have partners paraphrase their partner's ideas and share with the class.

EVALUATION:

Teacher will listen to students' presentations and check for understanding of objective.

FOLLOW-UP/EXTENSION:

Have students watch the evening news, listening carefully to one news story. Have them prepare an oral report for the following day.

PROBLEM SOLVING THROUGH CRITICAL THINKING

GOAL:

To use critical thinking skills to communicate with others in addressing issues of importance.

OBJECTIVE:

Given samples of social issues and background on critical thinking skills, groups of students will select an issue and use those skills to reach agreement on courses of action.

MATERIALS:

Sample Social Issues
Models of Critical Thinking Skills (from "Thinking Critically," p.118)

TIME REQUIRED:

One 60-minute period

PROCEDURE:

1. After a review of critical thinking skills, tell students they will be participating in problem-solving groups to practice those skills. Share with them the sample social issues provided, and list on the board. Have students add to the list with their own suggestions.

2. Assign students to preselected groups. (Make sure to balance these groups as evenly as possible using leadership, sex and ethnicity as criteria.)

3. Tell students they have three tasks to complete by the end of the period: Select an issue, record and label the steps

used in reaching a decision, and select one member to present the results of their group.

4. When all groups have finished, have the selected members make presentations. Encourage the class to respond to presentations, noting the critical thinking skills used.

EVALUATION:

Teacher will observe students' presentations and collect written work, giving feedback on understanding of objective.

FOLLOW-UP/EXTENSION:

Create class councils to address issues of importance at your school (e.g., playground rules, graffiti).

SAMPLE SOCIAL ISSUES

Elections:

Which candidate or candidates should be supported in the next election?

Offshore Oil Drilling:

Should oil companies be allowed to drill for oil in the ocean? If so, under what conditions?

Space Exploration:

Should more or less money be spent on the exploration of outer space?

AIDS:

Should students with AIDS be able to attend regular classes in public schools?

Civil Rights:

Should the Equal Rights Amendment be ratified by the states?

Weapons:

Should the U.S. and U.S.S.R continue building more missiles for defense purposes?

Education:

Should more or less money be spent on education at the state level?

Foreign Policy:

Should the U.S. government continue to support military operations in other countries?

projects

BOOKMAKING

GOAL:

To become familiar with the techniques of bookmaking.

OBJECTIVE:

Given necessary materials and previously written creative writing, students will produce their own books.

MATERIALS:

Cloth
Illustration board 6" x 9" (available at art supply stores)
Tape
Needles
Industrial thread
Nails
Hammers
Dry mount tissue (available at art supply stores)
Steps for Bookmaking Process

TIME REQUIRED:

Five 60-minute periods

PROCEDURE:

1 If students are familiar with word processing on the computers available at your school, have them enter a creative writing and print it out. If no computers are available, this project can be completed with handwritten or typed stories.

2. After selecting or bringing materials for book covers, students will make covers by attaching the material to two pieces of

illustration board using dry mount tissue and an iron. (See Steps for Bookmaking Process, p.133)

3. The completed stories should be folded in half, then holes punched with a nail every inch. Use heavy duty thread to stitch up and down, tying off at the top. (See Steps for Bookmaking Process.)
4. Attach the story to the cover using two 5 1/2" sheets of dry mount tissue ironed between the covers and the first and last pages.

EVALUATION:

The teacher will examine the final products using any or all of the following criteria: effective writing skills, use of visual aids and successful use of materials.

FOLLOW-UP/EXTENSION:

Have students enter their finished books into local book fairs or contests.

STEPS FOR BOOKMAKING PROCESS

1. Once you have gathered enough cloth, iron and cut into 11" x 14" pieces.

2. Your illustration board should be cut into 6" x 9" pieces. (Be sure not to use railroad board, as it will be too flimsy.)

3. You'll have to purchase the dry mount tissue at a photography store. It is easier to purchase packages of pre-cut lengths. The sizes you need are 11" x 14" and 8 1/2" x 5 1/4". You will have to custom cut the second size.

4. When printing your story on a computer printer, you will need to fold an 8 1/2" x 11" sheet of paper in half and feed it through the computer lengthwise. If not using a computer, you will still need to make the same fold, and lay your story out on half pages.

5. When you have finished the pages to your book (including title pages, etc.), lay your open pages down on a board and punch holes on the fold (about 1" apart) using a hammer and nail.

6. With needle and heavy duty thread, stitch up and down the pages, then tie off the two ends of the thread at the back side of the pages.

7. Lay the ironed cloth on a flat surface, then place the 11" x 14" piece of dry mount tissue on top of the cloth. Then, position two pieces of illustration board evenly on top of the tissue. Connect the two boards using two 1" strips of tape to prevent movement. Iron down the corners, the sides, and finally, turn it over and iron the back side.

8. Leave the ironed book cover open on the flat surface. Place the two 8 1/2" x 5 1/4" pieces of dry mount tissue evenly on either side of the book cover. Place the stiched pages on top of the dry mount tissue, and attach it to the book cover by ironing the first and last page to the illustration board.

RADIO DAZE

GOAL:

To understand and appreciate the use of radio as a mechanism of communication.

OBJECTIVE:

Given background information on radio and 15 minutes of live air time, groups of students will perform radio segments of their own creation.

MATERIALS:

Prerecorded historical radio tapes (libraries or music stores)

TIME REQUIRED:

One 60-minute period
Three hours prep time for group work

PROCEDURE:

1. Play historical radio tapes. Discuss the power of radio as a tool for mass communication. Have students cite examples from the show that exemplify the power of mass communication.

2. Tell students that they are going to have the opportunity to produce their own radio show, so they will need to be thinking of what they would like to communicate to the "masses."

3. (Optional) Try to have a local disc jockey visit your class to talk with them about the radio business. Eventually you will also need to make contact with a local radio station to arrange for 15 minutes of air time.

4. Have students form their own groups and begin brainstorming possible ideas for program segments. Refer them back to the purposes of radio discussed in "Radio: A Verbal Broadcast" (p.59). Give them 10-15 minutes to list and prioritize their ideas.

5. Groups will narrow down possibilities until deciding through consensus what they will be presenting. Give them the remainder of the period to work on their ideas. They will need an additional 3-4 class periods to develop and practice their programs.

6. Determine the length of time available to each group depending upon the number of groups and the amount of radio time you are able to procure.

EVALUATION:

Students will have a rehearsal session with the teacher assisting and giving ideas for improvement.

CAVE PAINTING

GOAL:

To extend students' understanding of the use of symbols to express ideas and events.

OBJECTIVE:

Given an introduction to cave painting in an earlier lesson, groups of students will design and create a cave painting to represent ideas and/or events of their culture.

MATERIALS:

Butcher paper, poster board or windows
Paint (poster or window)
Brushes

TIME REQUIRED:

One 60-minute period for group designs
Five hours per group for completion of cave painting

PROCEDURE:

1. Remind students that cave painting represents stories, ideas or events (review from "Symbolism and Language: Roots of Communication" p.15) .

2. Divide students into groups of 4-5. Tell them their first task is to design a rough draft of a cave painting to represent ideas of their choice. (It will be important at this time to choose the specific writing surface. Classroom windows work extremely well if you have enough for all groups.)

3. As groups complete their designs, give them the necessary materials for their projects. (If possible, give students a demonstration in painting techniques or coordinate with an art teacher to do so.)

EVALUATION:

The teacher will review rough drafts, offer suggestions for improvement, check for group participation, and assess overall participation and quality of final project.

FOLLOW-UP/EXTENSION:

Invite other classes to view completed cave paintings.

COMPUTER PEN PALS

GOAL:

To use modern technology to communicate over distances.

OBJECTIVE:

Given availability to and experience with telecommunications equipment, students will network with students from other schools.

MATERIALS:

Computer
Modem
Telecommunications software
Word processing software

TIME REQUIRED:

Students will need enough time on computers, either individually or in small groups, to become proficient at the telecommunications and word processing software. The span of time needed for a full class to become skilled with software will depend on availability of computers with modems and teacher background.

PROCEDURE:

Note: For this project to be effective and meaningful, the teacher should have adequate training or background in using telecommunications technology. Such background includes experience with word processing and printing, making computer-to-computer contact, and the ability to network with other teachers.

1. When introducing software to students, model programs and functions to the entire class. The hands-on phase will vary depending upon the number of computers available. Students will

learn programs most quickly by experimenting with the software themselves. This initial learning phase is best facilitated in a computer lab. However, if you are working in your classroom with a few computers, it will be best to have small groups of students work on tutorial programs when available.

2. Make contact with teachers from schools with whom you would like to network. Exchange class lists and match students in pairs. Some students will need to have more than one pen pal to balance differences in class sizes. Establish guidelines with the other teacher regarding purposes of communication and appropriate topics of conversation.

3. Discuss guidelines and purposes of the project with students. Tell students the names of their pen pals. Create a schedule of computer use for the project.

4. Students' main communication will be direct written conversation from computer-to-computer. An alternative mode is electronic mail, wherein students produce a letter in advance to send to their pen pal. This can happen directly from one school to another, or by sending the letters to a local computer bulletin board service, to be picked up by receivers when they choose.

EVALUATION:

The teachers from participating schools will have monthly discussions regarding the project's success. These discussions will focus on student interest, quality of written letters and conversations, and future contact.

FOLLOW-UP/EXTENSION:

In addition to contacting other schools, students can network with a number of other sources. There are a wide range of fee-for-service data bases available including CompuServe, BRS and Dialog. These data bases can access huge quantities of information, from daily stock reports to electronic encyclopedias. In addition, local communities often have a variety of bulletin board services.

PHOTOJOURNALISM

GOAL:

To combine the art of photography and creative writing as a multimedia approach to communication.

OBJECTIVE:

Given photographic equipment and background in technique, students will choose a theme from which they will develop a photojournalism display.

MATERIALS:

Cameras and film
Illustration board (available at art supply stores)
Dry mount tissue or spray mount (available at art supply stores)
Photojournalistic magazine articles

Optional:
- Enlarger
- Chemicals and trays
- Photographic paper
- Darkroom and miscellaneous equipment

TIME REQUIRED:

One 60-minute period to introduce project
One 60-minute period to mount final project
Time for shooting and developing photographs will vary depending on availability of cameras and access to darkroom.

PROCEDURE:

1. Share photojournalistic articles from magazines. Ask volunteers to identify the themes suggested by the photos. Have students

imagine they are the photographer/author of one of these articles. Ask them what they would need to know before they could complete the article.

2. Record students' responses on the board and emphasize knowledge of photographic equipment and clarity of theme. Have students brainstorm possible themes for their upcoming project. Have the students choose one theme on which to base their project.

3. Tell students they must take at least three photographs related to their theme and write an accompanying article to support it.

4. Develop a schedule for use of school equipment and determine who has access to equipment elsewhere. As students complete their shooting, have film developed and enlarged either commercially or in your own darkroom, if available.

5. When students have completed photographs and written support material, give them illustration board and mounting supplies to design and complete their final projects.

6. When all projects are completed, create a display gallery and invite members of the school community to view the students' work.

EVALUATION:

Select parents and teachers as members of a judging panel to give categorical awards to all projects.

FOLLOW-UP/EXTENSION:

Encourage students to submit their projects to appropriate periodicals or contests.

CASSETTE MAIL

GOAL:

To combine verbal, written, critical thinking and telecommunication skills to network with others.

OBJECTIVE:

Given recording equipment and a school with whom to correspond, students will create a tape to exchange questions and information.

MATERIALS:

Tape recorder(s)
Cassettes

TIME REQUIRED:

Several 60-minute periods

PROCEDURE:

1. Make contact with a school in another community or culture willing to participate in a cooperative information exchange through cassette mail.

2. Give students background information on the school and community with whom they will correspond.

3. Tell students they will be creating a tape to share information with another community as well as developing questions to gather information about that community. Divide the class into groups of 4-5.

4. Have groups assemble and discuss what information about their school and culture they would like to communicate.

Suggest that groups use a brainstorming process to develop their ideas.

5. Reassemble the entire class and call on group members to express their ideas. Record unduplicated ideas on the board. With the class, try to sort the information into general categories (e.g., recreation, government, school). Prioritize and assign each group one category.
6. Give groups another period to write drafts of questions to be asked and information to be shared. Edit drafts and have groups rewrite.
7. As groups are ready, have them record the information about their own school and culture. When all groups have recorded information to share, repeat the recording process with questions to be asked. Mail the completed tape.
8. Have the class listen to the other school's tape when it arrives. Ask for a volunteer to write down the questions to be answered. Assign questions not already addressed to the original groups.
9. Have groups respond in writing to the questions. Then record after editing and mail. Continue this process as long as interest is generated.

EVALUATION:

The teacher will assess the participation and cooperation of group members as well as the quality of their products.

FOLLOW-UP/EXTENSION:

Students may choose to send other information in addition to cassette recordings such as pictures, creative writings and other memorabilia.

bibliography

BIBLIOGRAPHY

Books:

Atwood, Ann. *Haiku: The Mood of Earth.* New York: Charles Scribner's Sons, 1971.

Baldwin, Gordon C. *Talking Drums to Written Words.* New York: W.W. Norton,1970.

Batchelor, Julie F. *Communication: From Cave Writing to Television.* New York: Harcourt, Brace and Co., 1953.

Berger, Arthur A. *Signs in Contemporary Culture.* New York: Longman Inc., 1984.

Burton, Graeme, and Richard Dimbleby. *More Than Words: An Introduction to Communication.* London: Methvan and Co., 1985.

Canfield, Jack, and Harold C. Wells. *100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents.* Englewood Cliffs: Prentice-Hall, Inc., 1976.

Devito, Joseph A. *Communication: Concepts and Processes.* Englewood Cliffs: Prentice-Hall, Inc., 1976.

de Vries, Leonard. *The Book of Telecommunication.* New York: The Macmillan Co., 1962.

Dickhut, Harold. *The Professional Resume and Job Search Guide.* Englewood Cliffs: Prentice-Hall, Inc., 1981.

Donaghy, William C. and Philip Emmert. *Human Communications: Elements and Contexts.* Reading, MA: Addison-Wesley, 1981.

Encyclopedia of Computers and Electronics. Skokie, IL: Rand McNally, 1983.

Evans, William F. *Communication in the Animal World.* New York: Thomas Crowell Co., 1968.

Fabre, Maurice. *A History of Communications.* New York: Hawthorn Press, a division of E.P. Dutton, Inc., 1963.

Friedman, Alice and Schmidt, Fran. *Creative Conflict Solving For Kids: Grades 4-9.* Florida: Grace Contrino Abrams Peace Foundation, Inc., 1985.

Greenfield, Jeff. *Television: The First Fifty Years.* New York: Harry N. Abrams, Inc., 1977.

Hall, Edward T. *The Silent Language.* New York: Doubleday and Co., 1959.

Henson, Hilary. *Robots.* New York: Warwick Press, 1982.

Johnson, David W. and Roger T. Johnson. *Cooperation in the Classroom.* New Brighton: Interaction Book Company, 1984.

Johnson, Roger T. and David W. Johnson, and Edythe Johnson Holubec. *Structuring Cooperative Learning: Lesson Plans for Teachers.* New Brighton: Interaction Book Company, 1987.

Lerner, Mark. *Careers with a Radio Station.* Minneapolis: Lerner Publications Co., 1983.

Matson, Floyd and Ashley Montagu. *The Human Connection.* New York: The McGraw Hill Book Co., 1979.

Meadow, Charles T. *Sounds and Signals — How We Communicate.* Philadelphia: The Westminster Press, 1975.

Pelton, Joseph N. "Telecommunications and Life in the Year 2000." *Telecommunications in the Year 2000: National and International Perspectives.* Norwood. NJ: Ablex Publication Corporation, 1983.

Plays: The Drama Magazine for Young People. Boston: Plays, Inc.

Prince, J.H. *Languages of the Animal World.* Nashville: Thomas Nelson, Inc., 1975.

Prutzman, Priscilla, et al. *The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children.* Wayne: Avery Publishing Group, 1978.

Rosen, Stephen. *Future Facts.* New York: Simon and Schuster, 1976.

Singleton, Loy A. *Telecommunication in the Information Age.* Cambridge: Ballinger Publishing Co., 1983.

Smith, Anthony. *The Newspaper: An International History.* London: Thames and Hudson, Ltd., 1979.

Vargas, Marjorie Fink. *Louder than Words: An Introduction to Nonverbal Communication.* Ames: Iowa State University Press, 1986.

Williams, Frederick. *The Communications Revolution.* Newbury Park: Sage Publications., 1982.

World Book Encyclopedia. Chicago: World Book, Inc. 1985-6. (Information on advances in communication).

Films:

Communications: A First Film. Film, 9 minutes. 1984. New York: Phoenix Films.

ABOUT THE AUTHORS

JORY POST, MA, is an educator at Happy Valley School in Santa Cruz, California. He has worked in education as a mentor teacher, project director and principal. He has written and received a number of grants focusing on curriculum integration, two from the California Educational Initiatives Fund. Post has also written feature stories and reviews for *Family Life Educator* magazine, coordinated by Network Publications.

ALAN FRIEDMAN, an honors graduate in Psychology from the University of California at Santa Cruz, is a graduate student in Education. He is currently substitute teaching grades K-12 throughout Santa Cruz County, and authoring curricula in social sciences. With his coauthor Friedman piloted most of the communication lessons found in this curriculum.

Communication for a Livable World

A Curriculum For Grades 4-8

Employing the cooperative education approach, this teaching guide for grades 4-8 seeks to align educational goals with societal needs. The subject is communication. The ideas and activities will help students learn to value and master the power of communication. The guide focuses on:

History of Communication

9 lessons on the historical perspective of communication from cave painting to satellites

Methods of Communication

12 lessons on the major methods of communication, namely verbal, whitten, visual and nonverbal

Communication Skills

9 lessons on the main skill areas of presentation, writing, critical thinking

Projects

6 long-range integrated projects encouraging co-operative work among student groups

Network Publications, a division of ETR Associates
Santa Cruz, CA

ISBN: 0-941816-51-6

END

U.S. DEPT. OF EDUCATION

OFFICE OF EDUCATIONAL
RESEARCH AND
IMPROVEMENT (OERI)

ERIC

DATE FILMED

AUG. 3 1988